

DOCUMENT RESUME

ED 101 633

HE 006 225

AUTHOR Isaacson, Arlene
TITLE College Student Attrition. An Annotated Bibliography.
INSTITUTION City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
PUB DATE Jan 74
NOTE 213p.
EDRS PRICE MF-\$0.76 HC-\$10.78 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Colleges; *College Students; Community Colleges; Dropout Identification; Dropout Problems; Dropout Rate; *Dropout Research; *Higher Education; Junior Colleges; Universities; *Withdrawal

ABSTRACT

This annotated bibliography focuses on literature of student attrition at the college level published for the most part between 1965 and 1973. The articles focus mostly on research studies on attrition. Descriptive articles have been included when they were perceived to extend the concept of attrition. Dissertations and theses have not been included. The annotations are divided into sections according to the types of college or university in which the research was done: 4-year college, 2-year college, or combined/not specified. (MJM)

ED101633

COLLEGE STUDENT ATTRITION
An Annotated Bibliography

by

Arlene Isaacson

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Office of Testing and Research

Zita M. Cantwell, Director

January, 1974

Table of Contents

Introduction	ii
Four-Year Colleges	
Summary	1-16
Annotations	17-79
Two-Year Colleges	
Summary	80-90
Annotations	91-129
Combined/Not Specified	
Summary	130-137
Annotations	138-165
Appendix	166-208

This annotated bibliography focuses on literature on student attrition at the College level published for the most part between 1965 - 1973. The articles annotated focus mostly on research studies on attrition. Descriptive articles have been included when they were perceived to extend the concept of attrition. Dissertations and theses have not been included.

The initial reference sources for this publication were Research in Education (index to the Educational Resources Information Center /ERIC/), and the Current Index to Journals in Education (CIJE). These reference sources were reviewed for the years 1965 through 1973.

The annotations are divided into sections according to the type of College or University in which the research was done: 4-year College, 2-year College, or combined/not specified.

The Appendix of this bibliography contains annotations of references which became available after the initial material had been completed.

Arlene Isaacson

January 1974

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Augustine, 1966	Investigate persistence or change in major field factors by academically proficient students.	Male engineering freshman.	N=227	none	Compare ques- tionnaire data and interview responses for persisters and nonpersisters.	Attitudinal question- naire and interviews.	Statistical analysis.	Background, atti- tudes, and disap- pointment with program differen- tiated persisters from nonpersisters.
Barger, et al., 1965	Determine re- lationship of socioeconomic variables and grade achieve- ment with col- lege withdraw- al.	Entering freshmen and sophomore class.	N=3644	none	Compare background data and ability test scores for dropouts and persisters.	SCAT.	X.	Family character- istics, sex, and ability level dif- ferentiated between dropouts and persisters.
Bayer, 1968	Examine rela- tionship of personal and background factors with college completion.	TALENT students.	N=8567	none	Compare psychological and demographic variables for dropouts, com- pleters, and delayed graduates.	Multiple regression analysis.		Most important pre- dictor for males was measured ability; marital plans and outcomes were for females.
Berger, et al., 1966	Investigate reasons for Evening Divi- sion student withdrawal.	Evening Division freshmen.	N=64	none	Compare questionnaire and interview responses for good students.	Questionnaire and interview.		Financial diffi- culty, environmen- tal and home pressures, and per- sonal problems were withdrawal reasons; discrep- ancies between questionnaire and interview data.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Blanchfield, 1971	Separate suc- cessful stu- dents from unsuccessful students.	Randomly selected students.	N=230	none	Compare test scores, past educational performance and financial source for successful and unsuccessful students.	SCS, SAT, GPA's, HSR.	Multiple discrim- inant analysis.	MDA was successful in identifying dropouts; instru- ments, except high school GPA, were significant.
Brown, 1964	Evaluate the SSHA by per- forming two studies.	Entering freshman sample.	N=640 N=137	none	Compare test scores, high school rank and GPA's for students.	SSHA, HSR, MSAT, MPT, GPA's.	Multiple correla- tion.	High school rank and aptitude meas- ures were better predictors of GPA than SSHA; pre- college and post- college experience, tests had equal validity.
Brown, et al., 1971	Evaluate student-to- student counseling for potential dropouts.	Entering freshman sample.	N=235	1 control group.	Compare pre- and post- counseling test scores and GPA's; evaluate program via questionnaire.	SSHA, EST, and questionnaire.		Counseling program proved effective.
Charters, et al., 1965	Investigate need, intel- lectual, and motivation factors in dropouts.	Entering freshman sample.	N=1016	none	Compare characteris- tics of drop- outs and survivors.	PIT, SCAT, and questionnaire.	Discrim- inant function analysis.	High SCAT V and Q scores predicted survival; descrip- tive characteris- tics for male and female dropouts.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Chase, 1970	Identify traits associated with early college departure.	Freshman sample.		none	Compare per- sonal history data and test scores for dropouts and persisters.	SAT, personal history questionnaire, and reasons for withdrawal questionnaires.		Age, family char- acteristics, and aptitude differen- tiated between persisters and dropouts.
Chase, 1965	Identify character- istics of dropouts and per- sisters.	Entering freshman class as juniors.	N-2965	none	Compare standardized test scores and personal history data for dropouts, persisters, and dropout/ returnees.	SAT, ACT, CRT, t-test, MAT, STEP- writing, and personal history/atti- tude question- naire.	X, 2 t-test, analysis of variance.	Age, past educa- tional performance, and family char- acteristics differ- entiated dropouts from persisters; no differences - dropouts vs. drop- out/returnees.
Coker, 1968	Determine characteris- tics of per- sisting and nonpersisting students at five univer- sities.	Freshman sample.	N-7010	none	Compare characteris- tics for ac- ademic non- persisters, nonacademic nonpersisters, and persisters.	ACT, student folder.	X, 2 t-test, analysis of variance.	Various ACT sub- scales, past edu- cational perform- ance, and college achievement differ- entiated between male and female and among persis- ting and nonpersis- ting students within and among campuses.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Cope, 1969	Determine reasons for withdrawal.	Two entering freshman classes.	N=1150	none	Compare social- psychological data for per- sisters and nonpersisters.	Attitudinal questionnaire, API, reasons for withdrawal questionnaire.		Institution envi- ronmental charac- teristics and social and academic pressures are related to attrition.
Cope, 1968	Investigate relationship of API scales and attrition.	Student sample.	N=1295	none	Compare API scores for dropouts and persisters.	API.		Religious liberalism, Estheticism, and Theoretical Orien- tation scales dif- ferentiated good dropouts and stay- ins.
Cope, et al., 1971	Identify entrance characteris- tics of dropouts.	Entering freshman sample.	N=1150	none	Compare questionnaire data and test scores for dropouts and persisters.	Questionnaire, API, SAT.		Social, academic, and personality factors differen- tiated between dropouts and per- sisters.
STUDY II		Student sample.	N=304	none	Compare questionnaire data for persisters, involuntary withdrawals, social with- drawals, and intellectual- cosmopolitan withdrawals.	Questionnaire.		Personal importance to variables differ- entiated between persisters and types of withdraw- als.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Daniel, 1967	Examine academic and personality variables of dropouts.	Entering freshmen sample.	N-1263	none	Compare peers, sisters and three types of dropouts on tests and personality variables.	SCAT, OPP, OPI.	t-test.	Academic and personality variables differentially related to dropouts, poor scholarship with dropouts, and other withdrawals.
Demos, 1968	Determine reasons for withdrawal.	All levels of college students.	N-250	none	Compare various withdrawal reasons given by students with those perceived by counselors.	Withdrawal reason questionnaire and counselor interviews.		Discrepancies between questionnaire and interview data; positive attitude toward college among students.
DiCesare, et al., 1970	Determine if Black returnees differ from Black nonreturnees.	Black undergraduates.	N-500	none	Compare demographic and attitudinal items for returnees and nonreturnees.	University Student Census.	χ^2 , t-tests.	Demographic and attitudinal items differentiated returnees and nonreturnees.
Dispensieri, et al., 1968	Obtain student opinion about college experience and adjustment.	College Discovery Program students.	N-231	none	Compare questionnaire data for survivors and dropouts.	Two questionnaires.		Differences and similarities were found among survivors and dropouts.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	STATISTICS	OUTCOMES
Ellis, et al., 1968	Determine differences in intel- lectual fac- tors between graduates and non- graduates.	Five Associate degree freshman classes.	N-328	none	Compare predictor and criterion data for graduates and nongraduates.	Admissions and counseling records, and transcripts.	t-test.	First term OPA was best graduate pre- dictor; increase entrance require- ments will result in more graduates.
Gadella, et al., 1967	Investigate differences in mental abilities and past educational performance of graduates and drop- outs.	Graduates and drop- outs from three in- stitutions.	N-103	none	Compare standardised test scores, IQ's, and high school OPA's for graduates and non- graduates.	IQ, OPA Stanford BAT, Iowa's.	t-test.	High school OPA differentiated graduates and nongraduates.
Goets, et al., 1967	Investigate attitude differences between con- tinuers and withdrawers.	Entering freshman class sample.	N-167	none	Compare attitudinal questionnaire data for continuers and withdrawers.	Attitudinal questionnaire.	χ^2	No significant differences in attitudes; con- tinuers had more negative feelings.
Gustavus, 1972	Investigate relationship of success and student characteristics.	All levels of college students.	N-542	none	Compare background characteris- tics, socio- economic orien- tation, and attitudes for successful, rehabilitated, and dropout	Questionnaire.		Academic motivation and occultant differentiated successful, re- admitted and dropout students.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Hackman, et al., 1970	Determine relationship of college commitment and persis- tence.	Student sample from three colleges.	N-2107	none	Compare questionnaire data for per- sistors, vol- untary withdrawals, academic dis- missals, and transfers.	Questionnaire.	Analyse of variance, median test, χ^2 .	Commitment of stu- dent and his parents to obtaining a col- lege education is related to persis- tence.
Heilbrun, 1965	Determine relationship of conformity and adjust- ment ability.	Entering freshman class.	N-2149	none	Compare personality scale scores for dropouts and non- dropouts.	Adjective Check list.		High ability stu- dents who conform to institutional social and academic values make better adjustments.
Hurkamp, 1968	Determine relationship of attitudes and attrition for adult education programs.	Adult education program dropouts.	N-189	none	Analyse atti- tudes and factual item respon- ses for dropouts.	Attitudinal and factual questionnaire.		Initial attitudes differentiated complete and dropouts.
Iffer, et al., 1965	Investigate factors contributing to discontinua- nce.	Freshman withdrawals from 20 institu- tions.	none		Compare withdrawal reasons and circumstances that would've enabled con- tinuance for dropouts.	Written Responses.		Academic, health, family, financial, and disaffection problems were with- drawal reasons.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Ikenberry, et al., 1966	Investigate effect of reading- study skills training and reduced credit load on attrition.	Freshman sample.	N-330	1 control group.	Compare OPA's and attrition rate for three experimental groups and one control group.	OPA's, attrition rate.		Special course groups had higher achievement means and lower attrition rates than the control group.
Jones, et al., 1972	Determine educational, demographic, and opinion differences between per- sisters and nonpersisters.	Two student samples.	N-1503	none	Compare attitudinal and back- ground questionnaire data for persisters and nonpersisters.	Attitudinal and background questionnaire. χ^2 McNemar test.		No significant differences between persisters and nonpersisters.
Kapur, 1972	Determine relationship between stu- dent charac- teristics and experi- ence, and persistence and success.	Freshman sample.	N-1860	none	Compare questionnaire data for voluntary dropouts, failures, successful students and moderately successful students.	Time of admission questionnaire, follow-up questionnaire.		Academic achievement, parental character- istics, and psycho- logical disturbance differentiated types of dropouts and types of successful students.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Kapur, 1972	Prepare a prediction scale for probation- ary freshmen.	Freshman sample.	N-1860	none	Compare the Multiple Regression Scale score and the Simple Prediction Scale score with the actual per- formance of each student.	Multiple Regression Scale, Simple Prediction Scale.		Both scales proved valid; Simple Pre- diction scale preferred.
BEST COPY AVAILABLE								
Krebs, et al., 1971	Examine problems experienced by withdrawal groups.	All levels of college students.	N-647	none	Compare withdrawal groups on ten variables.	Questionnaire.	Multiple Regression Weighting, analysis of variance.	Type of withdrawal differentiated be- tween problems experienced.
Larson, et al., 1969	Provide a New Careers Program dropout profile.	New Careers Program dropouts.	N-105	none	Analyze questionnaire, interview, MSQ, MIQ, SEQ data for dropouts.	Questionnaire, interview, MSQ, MIQ, SEQ.		Dropouts were likely to have certain sex, age, marital status, race, education and employment factors in common.
Louttit, 1968	Determine reasons for Division of Continuing Education student withdrawal.	Division of Continuing Education dropouts.	N-304	none	Analyze questionnaire data for dropouts.	Questionnaire.		Five areas affecting adult dropouts are identified.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Marks, 1967	Determine reasons and conflict areas related to withdrawal.	Two freshman samples.	N-1000	none	Construct and analyze questionnaire data and variables for dropouts and persisters.	ABQ, SAT GPA's, attitudinal scales.		Attitudinal scales, concerns, ability, and past educational performance differentiated dropouts and persisters.
Marks, et al., 1966	Determine relationship of counselor judgment and commitment with persistence.	Two freshman samples.	N-1944 N-778	none	Cross-classify students on student behavior, sex, and strength of counselor recommendation variables.			Counselor judgment, strength of commitment, and student behavior were related to persistence and academic performance.
Max, 1968	Investigate college careers of freshmen.	Freshman sample.	N-7848	none	Analyze college retention and attrition data and withdrawal reasons.	Withdrawal follow-up questionnaire, college records.		Attrition and retention percentages are presented, follow-up survey revealed that many had reenrolled and graduated.
Nelson, 1966	Determine differences for institutions with high and low attrition rates.	Four year institutions.	N-200	none	Compare institutions on twenty-two variables.		χ^2 , t-test.	Personal and non-personal factors differentiated high and low attrition institutions.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Micholl, 1970	Investigate high attrition rate causes.	Male under-graduate dropouts.	N-11,514	2 control groups.	Analyze data from college records and a follow-up questionnaire.	College records, follow-up questionnaire.	Cross-tabulations and multivariate analysis.	Emotional illness was major withdrawal cause; other dropout characteristics were found.
Pandey, 1972	Compare MPI scores for good, dropout and probationary students.	Freshman sample.	N-350	none	MPI scores were compared for good, dropout, and probationary students.	MPI.	T scores.	Few significant differences between good, probationary, and dropout students were found.
Paraskovopoulos, et al., 1970	Determine differences in regression equation coefficients and intercepts for male and female students.	Entering freshmen.	N-7196	none	Compare regression equations for predicting college grades for male and female students.	HSR, ACT, GPA's.	Regression equation.	Regression coefficient differences were not significant; differences in criterion intercept were significant.
Parvln, 1967	Determine relationships of college and student characteristics with dissatisfaction and withdrawal; test TAFE validity.	Student sample.	N-3728	none	Compare TAFE data for students taking form A and those taking form B.	TAFE.		Student and institutional characteristics found related to dissatisfaction; TAFE scale ratings found reliable.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Pervin, et al., 1967	Investigates relation- ship of student's perceptions and attri- tion proba- bility.	Paid upper- classmen students.	N-50	none	Analyze student perception questionnaire data.	I TAPE.		Discrepancies of perceptions and attitudes were re- lated to attrition probability.
Reboussin, 1969	Study change at Beloit College.	Two dropout groups.	N-50 N-295	none	Compare questionnaire, test, and past educational performance data for dropout groups.	Questionnaire, SAT, HSR, GPA's, and CSQ-I scale.		Dropouts had lower GPA's than non- dropouts; HSR and SAT scores revealed no significant differences.
Robinson, 1969	Determine if college environment evaluation differ for persisting, withdrawn, and dropped students.	Second semester freshmen.	N-2800	none	Compare attitudes, perceptions, and judg- ments for persisters, withdrawals and dropped students.	SIF.		Attitudes, percep- tions, and judgments differentiated persisters, with- drawals and dropped students.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Rose, 1965 GROUP I	Assess psycholog- ical variables associated with fresh- man with- drawal- within- semester.	Two male freshmen groups.	N-30	1 control group.	Compare attrition rate for counseled and un- counseled groups.	ISB, ACT, counseling.		Counseling can be a deterrent to default.
GROUP II		Coed freshmen.	N-88	none	Compare persisters with de- faulters on inde- pendent variables.	OPI, ROMS, DRT, ACT, RA score, RD score, RH score.	F tests.	Nonsignificant re- sults for total battery as a pre- dictor; individual F-tests found sig- nificant.
GROUP III		Coed freshmen.	N-118	none	Compare Group I to Group II on differentiated variables.	OPI, RA score.	Discrim- inant analysis.	Variables differ- entiated defaulter and persister. Personality variables identified probation persisters.
Rose, et al., 1966	Investi- gate per- sonality differences for types of persis- ters and types of with- drawals.	Freshman sample.	N-195	none	Compare relation- ships be- tween variables for defaulters, successful persisters, probation per- sisters, and dropouts.	OPI, RIS scores.	Multiple discrim- inant analysis.	Variables differen- tiated between de- faulters, success- ful persisters, probation persisters and dropouts.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Rossmann, et al., 1970	Examine differences in ability, personality, and attitudes for persisters, voluntary withdrawals, and failures.	Coed freshmen.	N=2324	none	Compare test scores, test data and questionnaire data for per- sisters, vol- untary with- drawals, and failures.	SCAT, OPI, Student questionnaire.		Ability, personality, and attitudes dif- ferentiated between students; no dif- ference in family characteristics.
Savicki, et al., 1970	Determine psychologi- cal differ- ences for types of withdrawals and types of persisters.	Coed freshmen.	N=392	none	Compare Role Orientations for success- ful persis- ters, proba- tion persis- ters, drop- outs, dismis- als, and defaulters.	Student Preference Schedule, Role Orientations.		Student preference differentiated between successful persisters, pro- bation persisters, dropouts, dismissals, and defaulters.
Schoemer, 1968	Determine disting- guishing background characteris- tics for sus- pended and other students.	Coed students.	N=241	none	Compare sociological and demo- graphical data for suspended and other students.	SAT, HSR, GPA.	² X, analysis of variance.	Academic achieve- ment and personal development areas differentiated suspended students and others.
Stegman, 1969	Determine effectiveness of activities designed to retain poten- tial dropouts.	Entering freshman class sample.	N=240	1 control group.	Compare attrition rates for groups re- ceiving special attention and			Personal attention and help was in- strumental in relating persistency for those students in the experimental

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Stordahl, 1970	Investi- gate col- lege plans, perceptions, and opinions of transfer- red and vol- untary with- drawn students.	ALL levels of college students.	N=500	none	Compare demographic and attitu- dinal vari- ables for transferred and voluntary withdrawn students.	Questionnaire, university records.		Withdrawal reasons and attitudes were identified for voluntary with- drawals and trans- ferred students.
Suzek, et al., 1966	Investi- gate drop- out per- sonality character- istics.	Freshman sample.	N=1621	none	Compare Attitude and Opinion Survey data and per- sonality scale data for drop- outs and persisters.	Personality Scale and Attitude and Opinion Survey.	² X, t-test, analysis of variance.	Personality vari- ables differenti- ated between drop- outs, persisters, returnees and transfers.
Vaughan, 1968	Investi- gate cog- nitive and noncognitive factors affecting dismissals, voluntary withdrawals and persisters.	Male under- graduates.	N=281	1 control group.	Compare test data and intel- lectual ability for dismissals, voluntary withdrawals and persis- ters.	MMPI ISRT, SAT.	t-test.	Intellectual ability and personality characteristics differentiated dis- missals, with- drawals and per- sisters.
Wegner, et al., 1970	Examine relationship between type of college attended and graduation.	Male sample.	N=1253	none	Compare background character- istics for dropouts and graduates.	HSR, Hannan Nelson Test of Mental Ability, Questionnaire.		High rank in high school, intelligence, occupational aspira- tion, and socio- economic status are associated with high probability of

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Winther, et al., 1969	Examine ability, charac- teristics, aspira- tions and attitudes of the University of New Mexico students.	Entering Freshman class.	N-1596	none	Compare Independent variables for grad- uates, ex- pected graduates, current students and non- current students.	Questionnaire, GPA's.		Student aspirations, high school GPA, and attitudes differentiated graduates, expected students and non- current students.
Wood, 1968	Determine differences for con- tinuing, voluntary withdrawn, and dismissed students.	Freshman sample.	N-867	none	Compare student profile data for continuing, voluntary withdrawn, and dismissed students.	ACT - Student Profile Section.	X. 2	Financial needs and interests differen- tiated continuing, withdrawn, and dismissed students.
Yuker, et al., 1972	Investigate characteris- tics and with- drawal reasons for withdrawn students.	All levels of college students.	N-678	none	Analyze with- drawal reasons and characteristics for withdrawn students.	College records, questionnaire.		Personal, financial, dissatisfaction and nonacademic un- happiness were withdrawal reasons; level in college and sex differentiated among withdrawals.

BEST COPY AVAILABLE

Augustine, Roger D. Persistence and Attrition of Engineering Students, A Study of Freshman and Sophomore Engineering Students at Three Midwestern Universities. 1966. ED 014 740

Purpose. The study investigated factors related to persistence or change in major field by academically proficient students at three selected universities.

Population. The subjects were all male students who entered engineering programs at three universities as first-time freshmen in September 1963. Of the 326 students invited to participate, 221 (126 nonpersisters, 95 persisters) returned questionnaires. The subjects were from Michigan State University, Northwestern University and the Madison campus at the University of Wisconsin.

Procedure. The population was divided into two groups - persisters and nonpersisters. Nonpersisters were those who had changed majors to non-engineering curricula during the freshman or sophomore year while earning at least a "C" cumulative GPA. Persisters were students who had demonstrated the same academic potential as the nonpersisters but who had remained in the engineering program. A questionnaire and an interview guide were developed to assess the nature and importance of each student's pre-college and college experiences that influenced his educational and vocational planning. Statistical analyses were performed. Interviews were conducted with 104 persisters and 72 nonpersisters.

Results. Several significant relationships resulted from the questionnaire data. Nonpersisters, proportionately more frequently than persisters, came from lower middle class homes and were graduates from central city or nonmetropolitan high schools. They attached more importance to social status, prestige and the opportunity to work with people rather than things. It was also found that the age at which respondents first considered the possibility of a science or engineering career was inversely related to persistence in an engineering program.

The findings from interview data include the following significant relationships. 1- Students choose engineering majors because of success and interest in high school science and math courses, encouragement received from family and peers, interest pursued in related hobbies and leisure-time activities, monetary benefits, prestige and field glamour and the belief that an undergraduate engineering program would provide good background in another field. 2- Persisters and nonpersisters are frequently dissatisfied with the highly structured, inflexible engineering curricula. 3- Certain required courses antagonize many students and reinforce engineering work misconceptions. 4- Sophomore engineering courses are enjoyed. 5- Peers influence decisions to continue or change engineering studies. 6- Large proportions of both groups report passive, procedural relationships with academic advisers. 7- Nonpersisters cite several reasons for changing course of study. They include mistaken impressions, dissatisfaction with required courses' content, poor scholastic performance, adoption of new career goals and desire to explore other career opportunities.

Barger, B., and Hall, E. The interaction of ability levels and socioeconomic variables in the prediction of college dropouts and grade achievement. Educational and Psychological Measurement, 1965, 25, 501-508.

Purpose. The purpose of the study was to determine: (1) whether the relationship of socioeconomic variables to dropping out of college is the same for different ability levels; and (2) whether there is a relationship between these same variables and grade achievement, when ability is controlled.

Population. All freshmen and sophomores entering the University of Florida in September 1961 were used as the base population. The entire sample consisted of 2348 males and 1296 females.

Procedure. Background data and SCAT scores were obtained. The subjects were divided, males and females separately, into three groups representing for each sex, the upper middle and lower thirds of ability (SCAT). The three ability groups were compared, by chi-square, in terms of their distributions for the following variables: parents' marital status, parents' income, father's education, father's occupation, student's religious preference, ordinal position and family size. Within each ability level, those students who didn't complete the academic year (600 males and 309 females) were compared by chi-square, on each variable, to the students who completed the year.

Those students who completed the academic year were divided into three groups on the basis of their SCAT scores. Their distributions for each socioeconomic variable were then compared by chi-square. For each of the three ability groups, another division into three equal groups was made on the basis of GPA for the year. The GPA groups had only slight differences in mean ability scores.

Results. For entering males, father's education and occupation, and family size and position were related to ability level. There was a positive relationship between the amount of father's schooling and ability and a curvilinear relationship between the father's occupation and ability. For family size and ordinal position, the largest differences are for the oldest child in the family in the direction of higher ability. For males in the upper third of ability only, those from broken homes tend to drop out at a higher rate than those from intact homes. When the males were divided into three groups within each ability level and the distributions for each variable were compared, there were no significant differences.

It was found that for all entering females, religion, father's education, and family size and position were related to ability levels. The Jewish girls studied tend to have lower ability scores and the Episcopal and minor Protestant sects girls tend to have higher ability scores. A linear positive relationship existed between father's education and ability,

Barger, B., and Hall, E. (1965)

except for the group whose fathers had three years of college. These girls showed lower ability scores than those whose fathers had less years of college. A tendency for girls from broken homes to drop out of college at a higher rate than those from intact homes was also found. When the females were divided into three grade achievement groups within ability levels, the following relationships were significant: marital status of parents for the lower third in ability, family income for the middle third in ability, father's education for the middle and high thirds in ability, and ordinal position and family size for the middle third in ability. These relationships were found to effect the students in the following ways: 1- The girls from broken homes, in the lower ability group, tend to achieve higher grades than those from intact homes. 2- In the middle third of ability, girls from lower income levels tend to achieve higher grades than those from higher income levels. 3- For the higher ability third, girls whose fathers have college degrees or graduate training achieve higher grades than those whose fathers had less schooling. For the middle third of ability the relationships are reversed.

Bayer, Alan E. The college drop-out: Factors affecting senior college completion. Sociology of Education, 1968, 41, 305-316.

Purpose. The purpose of the study was to examine the relative influence of thirty-eight personal background factors as they relate to college completion.

Population. The participants were 8567 Project Talent students who had attended senior college within five years after high school graduation.

Procedure. Thirty-eight psychological and demographic variables were selected as potentially relevant variables in predicting educational outcomes. The students were categorized into three groups: dropouts (N=1849), delayed potential senior college graduates (N=1534), and college completers (N=5184). Multiple regression analysis was performed to compare the dropouts with the college completers, and the delayed graduates with the completers. For each of the criteria a separate regression analysis was undertaken for each sex.

Results. In relation to the educational progress of senior college males, ability variables, particularly mathematics aptitude, emerge as the single most important set of predictors. For females, measured ability is also an important determinant of college progress, but marital plans and outcomes are more important predictors. Other variables which are also noted to have a relatively marked relation to attrition and the rate of progress through college are the types of interests of the individuals, their maturity and their degree of college commitment.

Berger, Leslie, and Johnson, Kenneth. A Counseling Program for Socially and Economically Disadvantaged Evening College Students Who Leave School In Good Academic Standing. Technical Report. New York: City University of New York, 1966. ED 014 090

Purpose. The purpose of the study was to investigate the reasons qualified low income students in the Evening Division leave school while in good standing.

Population. The subjects were 64 coed students who did not continue their education after the successful completion of two or more college courses at City College.

Procedure. The subjects completed a questionnaire and were interviewed by counselors. Their responses to the questionnaire and to the interview questions were compared.

Results. According to questionnaire responses, the most important reason for leaving was financial difficulty. However, according to open-ended interview questions, the principle factor was cumulative environmental pressure from home, family and personal problems. Almost every student reported his withdrawal as temporary and many affirmed they still intended to return to college. Aspirations of the group were very high and they expected their standard of living to be higher than that of their parents. About 60% of the students were between the ages of 16 and 21; the remaining 40% were older. A number of discrepancies between the questionnaire comments and the interview open-ended responses were noted by the counselors.

Blanchfield, W. C. College dropout identification: A case study.
Journal of Experimental Education, 1971, 40(2), 1-4.

Purpose. The purpose of the study was to employ a technique to separate successful and unsuccessful students.

Population. Three different groups of randomly selected students were involved in the study. In total, there were 114 active students and 116 inactive students from Utica College.

Procedure. A quantifiable student profile was obtained using the following variables for the initial discriminant test: Social Consciousness Score, SAT's (Verbal and Math), first-semester college GPA, high school average, high school rank, and percentage of college costs financed by loans and grants. Multiple discriminant analysis was used to separate the students into two groups; successful and unsuccessful students.

Results. In all three tests the Social Consciousness Score, the percentage of college costs financed by grants, and the first-semester college GPA were significant. The percentage of college costs financed by loans, the high school average, and both the achievement tests proved not to be significant. High school rank did prove to be significant.

Successful students were shown to have greater concern for social issues, have a higher percentage of grants and have higher high school ranks than unsuccessful students.

Brown, Frederick B. Study habits and attitudes, college experience and college success. Personnel and Guidance Journal, 1964, 43(3), 287-291.

Purpose. The purpose was to evaluate the usefulness of the Survey of Study Habits and Attitudes by performing two studies.

Purpose 1. The purpose of this study was to determine if precollege SSHA scores were related to fall quarter GPA and if the SSHA contributed independent variance to a multiple prediction of GPA.

Population 1. The population consisted of 640 freshmen divided into three groups by curriculum and sex. The subjects were in the Colleges of Home Economics and Sciences and Humanities at Iowa State University.

Procedure 1. All the subjects took the orientation test battery during the summer of 1962 and completed at least nine credit hours by the fall quarter. Separate analyses were done for three college-sex groups. The predictors were scores on the SSHA, high school rank, the MSAT for the women and the Math Placement Test for the men. The criterion was the fall quarter GPA. Analyses used the multiple correlation model with the Wherry Doolittle test selection method.

Results 1. In each group the SSHA scores had moderate positive correlations with GPA and the SSHA r 's were slightly higher for men than for women. The SSHA scores did not add to predictability of fall quarter grades. High school rank and aptitude measures were found to be better predictors of GPA than the SSHA scores.

Purpose 2. The purpose of the study was to determine if precollege study habits and attitudes change with college experience and if there is a change, which of the two administrations, precollege or with college experience, was more valid.

Population 2. The subjects were chosen randomly from the first study's population. One hundred and eighty-seven freshmen took part in the study.

Procedure 2. Each subject took the SSHA at the end of two quarters in college, seven to nine months after the original administration. The predictors were the same as in Procedure 1 except that there were 14 SSHA scores, seven pretest scores and seven posttest scores. Cumulative GPA for the freshman year was the criterion. Analyses used the multiple correlation model with the Wherry Doolittle test selection method.

Results. The students were found to have poorer study habits and more negative attitudes toward school and studying after college experience than before. The precollege and the postcollege experience tests proved to have equal validity. Slight differences that did occur favored using the test closest in time to the collection of the criterion data.

Brown, William F., Wehe, Nathan O., Zunker, Vernon G., and Haslam, Warren L. Effectiveness of student-to-student counseling on the academic adjustment of potential college dropouts. Journal of Educational Psychology, 1971, 62(4), 285-289.

Purpose. The purpose of the study was to evaluate the effectiveness of a student-to-student counseling program providing academic adjustment guidance to college freshmen identified as potential dropouts.

Population. Two hundred and thirty-five college freshmen who entered Southwest Texas State University in 1967 participated in the study. Of the 124 potential dropouts receiving counseling, 111 students were matched with a control group of 111 potential dropouts that were denied counseling.

Procedure. Potential dropouts were those students who received an ACT composite score of 18 or below. During orientation, the students filled out information forms. The experimental group received counseling. Comparison of precounseling and postcounseling scores on the SSHA and the EST and postcounseling scores on the Study Skills Survey were used to evaluate the effectiveness of the counseling program. First-semester GPA's were compared to evaluate the program's productivity. Critical aspects of the program were evaluated by the experimental group, at the end of the program, through a Counseling Evaluation Questionnaire.

Results. Potential dropouts receiving the additional student-to-student counseling showed significant positive changes in their measured study orientation and study knowledge whereas potential dropouts not receiving such counseling did not show such improvement. The counseled group reported fewer residual study problems, showed significant improvement on all variables measuring effective study procedures and scholastic motivation, and made significantly better grade averages than did the other students. The counselee's evaluation of the counseling program was decisively positive on all evaluated aspects of the counseling program.

Chambers, Jay L., Barger, Ben, and Lieberman, Lewis R. Need patterns and abilities of college dropouts. Educational and Psychological Measurement, 1965, 25(2), 509-516.

Purpose. The study investigated the need, intellectual and motivation factors in college dropouts.

Population. All subjects were beginning freshmen at the University of Florida. A sample of 319 male dropouts, 319 male survivors, 189 female dropouts and 189 female survivors was used for the study.

Procedure. During freshman orientation week all freshmen were given the PIT, the SCAT and a questionnaire which was concerned with study habits and grade expectations. At the end of the year, dropouts and survivors were selected from a sample of those whose required data were available. Male and female data were analyzed separately and subjected to discriminant function analyses. Thirty variables were used in the male discriminant function analysis and thirty-seven variables for the female analysis.

Results. As expected, high SCAT V and Q scores predicted survival. Need characteristics of the male dropouts included the following: aggressive and sociable, does not like to assume leadership responsibilities, finds it difficult to resist requests or demands from others, tends to let his feelings become involved with his judgment, approach to women is ineffective, general lack of perceptiveness concerning the requirements and demands made on him, and apt to misperceive situations with regard to the need to accept guidance and direction from others. The female dropout was described as tending to be antisocial, aggressive, disliking control or discipline, antagonistic toward authority, poor judgment shown with regard to sex, personal danger, and consideration for others.

The dropout criteria used in the study did not account for reasons for withdrawal.

Chase, Clinton. The college dropout: His high school prologue.
National Association of Secondary School Principals Bulletin,
1970, 54(342), 66-71.

Purpose. The study looked at selected characteristics of high school students in an effort to locate traits which are associated with their early college departure.

Population. The subjects were coed freshmen at Indiana University.

Procedure. The students filled out a questionnaire upon entrance to the University. The questionnaire included a variety of family and high school topics. SAT scores were also used. A second questionnaire was sent to dropouts to determine their reasons for leaving.

Results. It was found that even though older (20 years and up) freshmen persist through the initial encounter with college, they tend to be less likely to persist through the entire four years of undergraduate work. Data also revealed that the educational level of the parents had considerable influence on the child's level of academic attainment. Children of mothers with college level work were more persistent at all stages than children of mothers with an education below college level. The father's educational status was related to his child's persistence only at the outset of the child's college career. The college dropout demonstrated slightly less aptitude for college work than the nondropout. He brings to college a personal and family history of minimum involvement in the academic scene. He doesn't have the skills to cope with academic problems and therefore withdraws. The data suggest the students' need for more careful counseling in selecting their institutions of higher learning.

Chase, Clinton T. The University Freshman Dropout. Bloomington: Indiana University, 1965. ED 003 672

Purpose. The purpose of the study is twofold: 1- to identify characteristics which are associated with dropouts, and 2- to locate dropouts who return to college, and to identify traits which characterize these returnees.

Population. Seventy-five students (41 males and 34 females) who were enrolled as freshmen in the fall of 1961 and who dropped out before the end of the first semester were the subjects. These subjects were compared with 2875 freshmen (1386 males and 1489 females) who finished the semester. All of the students were from Indiana University.

Procedure. Upon enrolling at the University, the freshmen class took a battery of tests and also completed a personal history questionnaire. These tests included the SAT, ACT, Cooperative Reading Test, MAT (arithmetic) and the STEP-Writing. The class was divided into two groups; one group took the SAT while the other group took the ACT. The remaining tests were taken by all students.

Three years later, students' records were investigated to determine those who had dropped out. Each of the dropouts were contacted by means of a questionnaire to find out if they had enrolled in another institution, the number of credits completed and their reasons for leaving.

The class of 1961 was divided into dropouts and nondropouts. The dropouts were further classified as returnees and nonreturnees. The test and personal history data were then analyzed to identify differences between dropouts and nondropouts, and between returnees and nonreturnees. Standard t-tests were used for analyzing test score differences and chi-square was applied to the personal history data.

Results. The analysis of test data showed the dropouts to have significantly lower scores than the nondropouts. The personal history data showed that older students (20 years of age or over) were conspicuous among the dropouts; the educational levels of both fathers and mothers were lower among dropouts than among nondropouts; dropouts proportionately more often had no younger siblings or two younger siblings; dropouts were proportionately lacking in the upper 10% of their high school class; dropouts were not involved in high school student government and academic organizations; and they anticipated problems with study habits in college. The analysis of both test data and personal history items indicated no important differences between returnees and nonreturnees. The major reported reason for leaving college were poor adjustment to college life, lack of personal attention and lack of clear vocational goals.

Coker, David L. Diversity of Intellectual and Non-Intellectual Characteristics Between Persisting and Non-Persisting Students Among Campuses. Stevens Point: Wisconsin State University, 1968.
ED 033 645

Purpose. The purpose of the study was to discover the nature and extent of the diversity of characteristics of persisting and nonpersisting students enrolled at five state universities.

Population. The population consisted of all full-time freshmen during 1965-66 at five four-year institutions. A total of 7010 students participated.

Procedure. The sample was stratified into persisting, academic non-persisting, and nonacademic nonpersisting student categories for each of the participating campuses. Data were from the ACT or from the students' cumulative folders. Chi-square and student's t-test of significance were applied to the data. The analysis of variance model was utilized to test differences among students among campuses. Duncan's New Multiple Range Test was applied to the differences among persisting and nonpersisting students.

Results. Various subscales of the ACT, previous high school achievement, college achievement, and nonintellectual characteristics discriminated between male and female and among persisting and nonpersisting students within and among campuses.

Persisting students had achieved significantly higher mean scores on the ACT subscales, had significantly higher grade averages in high school and had entered the institutions with higher scholastic aptitudes than their nonpersisting counterparts. They anticipated the completion of the four years and held aspirations for graduate study. Nonacademic nonpersisting students achieved significantly higher mean scores on the ACT subscales and reflected slightly higher educational aspirations than the academic nonpersisting students. The academic nonpersisting students had significantly lower average grades in high school than the other students and they did not expect to complete the four years.

Female students had significantly higher mean scores on the ACT-English scale and significantly higher GPA's in high school than did the male students. Male students scored higher, however, on the ACT-Math and Natural Science scales than did the female students.

Living in the campus residence hall and having graduated from a class of 250 or fewer students tends to enhance the possibility of persistence.

Cope, Robert G. College Press and Dropouts. Washington, D.C.: American Educational Research Association, 1969. ED 028 467

Purpose. This study was conducted in order to determine the reasons for withdrawal and the nature of the problems these students experienced while still in attendance.

Population. Two entering freshmen classes of the University of Massachusetts took part in the study. These 4150 students entered the undergraduate liberal arts college in 1966 and 1967. Two years later a follow-up survey was made contacting 1131 students who had withdrawn from the University. Eighty percent of these students responded.

Procedure. Extensive social-psychological data were collected during pre-freshman orientation on the two entering classes. The data consisted of written responses to a questionnaire that was designed to investigate the impact of the college on individual students as an outcome of the characteristics of the college and of individual students. Two years later a follow-up survey was made to determine why the students withdrew and the nature of students' problems. The Omnibus Personality Inventory was also used.

Certain distinguishing factors about the institution tended to emerge consistently among these data and observations. Aside from the large size of the University, the salient environmental presses included intellectual, reflective, academically competitive, esthetic, politically liberal, cosmopolitan and permissiveness. These presses served as guides to the counterpart social and personality dimensions that were examined. The social-psychological data on students who persisted were compared to the data on the nonpersisters.

Results. The comparison of the data suggested that the institution's environmental characteristics were related to attrition and that the relationship differed according to the sex of the student. Males who perceived themselves as politically conservative were more likely to be among dropouts. Among females political orientation was unrelated to dropout behavior. Male students professing a stronger religious orientation showed a greater likelihood of dropping out. This relationship did not appear for female students. For both male and female students, those from smaller communities and those having lower mathematical aptitudes tended to drop out. Female students also tended to drop out if they were less esthetically inclined, came from less wealthy homes, considered themselves less attractive or had lower verbal aptitude test scores.

These data also suggest that the social and academic pressures are related to student behavior. These environmental presses, however, may have different effects depending on the sex and the social-psychological characteristics of the student.

Cope, Robert G. Selected Omnibus Personality Inventory scales and their relationship to a college's attrition. Educational and Psychological Measurement, 1968, 28(2), 599-603.

Purpose. The purpose of the study was to investigate the relationship between selected Omnibus Personality Inventory scales and student attrition.

Population. The participants for the study were 565 students who had withdrawn from the University of Massachusetts and 730 randomly selected persisting students.

Procedure. Selected scales from Form D of the OPI were administered during the summer orientation (1962 and 1963) to all incoming freshmen. Two years later the scores of the students who had withdrawn were compared to a randomly selected group of persisting students.

Results. The Religious Liberalism scale, the Estheticism scale and the Theoretical Orientation scale distinguished the dropouts from the stayins. Only the Religious Liberalism scale was clearly related to dropping out among males, while the scales of Estheticism and Theoretical Orientation were clearly related to dropping out among females. The Social Maturity scales for males and females are similar, suggesting that students with higher scores are more likely to be among the persisters.

Cope, Robert G. et al. An Investigation of Entrance Characteristics Related to Types of College Dropouts. Final Report. Washington University, Seattle College of Education, 1971. ED 052 749

Purpose. The objectives of the study were to identify the entrance characteristics of types of college dropouts in relation to their sex and the environmental pressures of their institution. Two studies were performed.

Population 1. Subjects for the study were 4150 students who were entering the University of Michigan's College of Literature, Science and the Arts. A follow-up survey was made from the students who had withdrawn. This subsample consisted of 1131 coed students.

Procedure 1. Extensive entrance data, collected during prefreshman orientation, consisted of written responses to a questionnaire. The questionnaire was designed to investigate the impact of the college on individual students as an outcome of the characteristics of the college and of individual students. The follow-up questionnaire determined why the students dropped and assessed the nature of the students' problems while in attendance. The OPI and the SAT Verbal and Math scores were used.

Results 1. Male and female students were shown to vary considerably in their dropout or stayin behavior relative to most of the social pressures. Students of both sexes from small communities were more likely to drop out than those from large communities. Politically liberal males and those with strong religious beliefs were found to drop out. Those females who were less wealthy, less esthetically inclined and less attractive were often found among the dropouts.

Academic pressures also differentiated between persisters and dropouts. Students scoring higher on the SAT Verbal and Math tests tended to persist. Two of the OPI scales supported the results that more religious males and less esthetically inclined females tended to withdraw.

The follow-up survey of the withdrawn students revealed the following. Male academic withdrawals tended to be people with a low sense of self-esteem and competence who are concerned about preparing for a specific vocation and do not care about social relationships. The female academic dropout could be one of two types. One type is in part like the male academic dropout in that she is less concerned about social relationships and is interested in a particular career. The other female academic dropout type may be the "party-girl" - out for a good time; she describes herself as social, free, open, happy, active and warm. The male social dropout is lacking a sense of competence and adequacy; he's not interested in intellectual or vocational development; however, he is hoping to form agreeable friendships. The female social dropout is withdrawn intellectually and socially, but has high hopes for forming agreeable friendships.

Population 2. A beginning sample of 660 withdrawal and persisting students

BEST COPY AVAILABLE

Cope, Robert G. et al. (1971)

was used. The data was only completed by 304 of these students from the University of Washington.

Procedure 2. The subjects were mailed questionnaires. Their responses were compared as to types of withdrawals and with persisters.

Results 2. Persisters assigned more importance to problems with the opposite sex, and to the need for the University to adopt an active role in effecting social change than the withdrawals. Involuntary withdrawals expressed less concern with the superficiality of college and showed less eagerness for the University to engage in social reform. The social withdrawals expressed extreme concern with the large and impersonal nature of the institution and with problems of identification. The intellectual-cosmopolitan group expressed strong misgivings about the purpose of college and the superficiality of facets of the college experience and was concerned with the failure of the course work to provide an intellectual challenge.

This survey confirmed the necessity of typing withdrawals in recognition of the diversity of the attrition problem.

Daniel, Kathryn Barchard. A study of college dropouts with respect to academic and personality variables. The Journal of Educational Research, 1967, 60(5), 230-235.

Purpose. The purpose of the study was to examine dropouts at the University of Alabama with respect to certain academic and personality variables.

Population. The sample consisted of 1263 freshmen from the University of Alabama in 1960. The students were either still in attendance, had withdrawn because of poor scholarship, had been dropped or had withdrawn for reasons other than poor scholarship.

Procedure. The subjects were divided into three categories which indicated if they were still in attendance or had withdrawn for various reasons. They were compared with respect to SCAT Verbal scores and with respect to eight personality variables measured by the Gordon Personal Profile and the Gordon Personal Inventory. The statistical procedure used was the t-test.

Results. Students who were still in attendance and students who had withdrawn for reasons other than poor scholarship had higher verbal scores on the SCAT than did students who had been dropped or those who had withdrawn because of poor scholarship.

Statistically significant differences were found between dropouts and students who remained in college on several personality variables. Students with high academic aptitude who had been dropped or had withdrawn because of poor scholarship rated themselves significantly higher on the variable "trustful and tolerant" than did high academic aptitude students who remained in college. Students with high academic aptitude who had withdrawn for reasons other than poor scholarship reported themselves as being less persevering and inquiring than students with high academic aptitude who remained in college. Those students with high academic aptitude who had been dropped or who had withdrawn because of poor scholarship had significantly more positive responses as to their being more trustful and tolerant, energetic and vigorous, and calm and collected than did students with high academic aptitude who had withdrawn for reasons other than poor scholarship. Students with low academic aptitude who had remained in college rated themselves significantly higher on the variable "cautious" than did students with low academic aptitude who had withdrawn for various reasons.

High academic aptitude students were more likely to remain in college than low academic aptitude students. Low academic aptitude students were more homogeneous with respect to personality variables than high academic aptitude students.

Demos, George D. Analysis of college dropouts: Some manifest and covert reasons. *Personnel and Guidance Journal*, 1968, 46(7), 681-684.

Purpose. The purpose of the study was to delineate some specific reasons as to why such a large percentage of students withdraw before completing their college education.

Population. Two hundred and fifty full-time students who had withdrawn and who had completely separated from California State College participated in the study. The participants were freshmen (33 males, 40 females), sophomores (28 males, 13 females), juniors (45 males, 16 females), seniors (24 males, 11 females), graduates (10 males, 5 females), and others (17 males, 8 females).

Procedure. The students were asked to complete a form that listed a variety of withdrawal reasons. They were then asked to talk with a counselor as part of the normal procedure for dropping out of school. Three counselors performed the interviewing and were able to see the students on a drop-in basis. After the interview the counselor completed the form which asked the counselor's interpretation of the primary reasons for the student's withdrawal. The counselors were also asked to make an evaluation of some of the students' attitudes toward the college and their situation.

Results. The counselors found considerably different reasons for leaving than did the students themselves. The counselors' interpretations of the withdrawal reasons were most likely to fall within the areas of financial problems (male 14%, female 13%), lack of motivation (male 12%, female 8%), college work being too difficult (male 11%, female 2%), and personal-emotional problems (male 11%, female 11%).

The students, on the other hand, rated the primary reasons for dropping out as falling within the areas of financial problems (male 24%, female 21%), work needs (male 17%, female 11%), military service for the males (9%), illness (male 7%, female 8%), and family problems (male 10%, female 9.5%).

Positive attitudes toward college were prevalent among students who were withdrawing. Their reasons for leaving, as evaluated by the counselors, were most likely to be self-oriented and to some degree imposed on them by others. Thirty-one percent of the men and 34% of the women were rated as being self-oriented. Nearly 40% of the students indicated that they planned to return to the college. Seventeen percent of the males and 21% of the females, however, stated they had no future college plans. Many said they were uncertain and only 14% of the females and 7% of the males planned to resume college at another institution.

DiCesare, Anthony C. et al. Non-Intellectual Correlates of Black Student Attrition. College Park: Maryland University, 1970. ED 049 714

Purpose. The purpose of the study was to explore the ways in which Black returning students are different from those not returning on demographic and attitudinal variables.

Population. The subjects were 500 full-time Black undergraduate students who had registered for the 1969 fall semester at the University of Maryland (252 males, 248 females). Sixty-five of these students did not return to the University for the 1970 spring semester (26 males, 39 females).

Procedure. All of the subjects completed the University Student Census which contained 29 demographic and attitudinal items. The 500 students were divided into five student status groups; new freshmen, new transfer students, transfer students in an earlier semester, started as a new freshman in earlier semester and an "other" category. The differences among groups on the first 29 USC items were determined using chi-square. On the last 17 questions t-tests were employed to determine significance. Comparisons were made of returnees and nonreturnees by total group and within sex.

Results. The results indicated that the students who return to their studies at the University have more self-confidence and higher expectations, feel more strongly that the University should influence social conditions, see more racism at the University and are more likely to live on campus and make use of its facilities than do nonreturning students.

Dispenzieri, Angelo et al. A Follow-up Study of the Experiences and Reactions of the Students in the First Entering Class of the College Discovery Program. Research and Evaluation Unit. New York, N.Y.: City University Research and Evaluation Unit for Special Programs, 1968. ED 036 821

Purpose. The purpose of the study was to obtain information from student reports about their college experiences and college adjustment.

Population. The participants were 231 coed students (116 survivors, 115 dropouts) who had entered the College Discovery Program in the summer of 1964.

Procedure. Two questionnaires were administered, one for the survivors and one for the dropouts. Responses from 108 survivors and 104 dropouts were obtained. The results of the survivor and dropout groups were tabulated and analyzed separately.

Results. Approximately 50% of the population had left the program by the spring of 1966. Many of the students were in the military or attending school outside the program. A majority of the dropouts indicated that they would still like to be in the program but personal difficulties and problems or responsibilities at home caused them to leave. A strong commitment to higher education was evident among both groups of respondents. Both groups tended to emphasize careers, self-development and a good standard of living as their reason for college. Less stress was on leisure time activities, community activities and national or international betterment. Favorable attitudes toward the program and their college experience were also expressed by both groups; criticism was related to means of facilitating studying. A majority of the students revealed that they now had greater self-confidence. Survivors and dropouts both tend to experience academic difficulties although dropouts also emphasized personal and family problems.

The sharpest difference between the groups was in the number of hours they had studied per week while in school. The survivors reported studying more than the dropouts. The dropouts tend to have less positive feelings about the effects of counseling and they took less advantage of available sources.

Elias, Edward M., and Lindsay, Carl A. The Role of Intellective Variables in Achievement and Attrition of Associate Degree Students at the York Campus for the Years 1959 to 1963. University Park: Pennsylvania State University, 1968. ED 030 406

Purpose. The purpose of the study was to determine if there are any systematic differences in intellective factors between graduates and non-graduates in the associate degree programs which may be useful for improving the selection process.

Population. The entire associate degree freshman classes at the York Campus of the Pennsylvania State University for the years 1959-1963 comprised the subject population. The total population was 328.

Procedure. The five entering classes were combined into two groups. Group A consisted of freshmen for the years 1959, 1960 and 1962 (N=182) and Group B consisted of freshmen for the years 1961 and 1963 (N=146). The groups were subdivided into graduates and nongraduates.

Predictor data were collected from the subjects' Admissions and Counseling records and criterion data were collected from the subjects' transcripts. A number of analyses were carried out on the predictor and criterion data. Descriptive statistics were calculated and t-tests compared graduates with nongraduates. A series of regression problems were performed.

Results. Findings revealed that the best predictor of the percentage of a given class who will graduate in six terms was the first-term GPA. All of the classes did show an increase in mean GPA between the first and sixth terms. Other predictors of achievement were found to be the high school rank and aptitude scores. Significant differences between these variables were found when graduates and nongraduates were compared. The study implicates that if entrance requirements are increased and instructional and grading practices remain the same, a higher proportion of entering freshmen should graduate.

Gadzella, Bernadette M., and Bentall, Grace. Differences in high school academic achievements and mental abilities of college graduates and college drop-outs. College and University, 1967, 42(3), 351-356.

Purpose. The purpose of the study was to investigate the significant mean differences and the significant standard deviation differences in mental abilities and high school academic achievements of coed college graduates and dropouts.

Population. The subjects were 43 graduates (23 males, 20 females) and 60 dropouts (32 males, 28 females) from the University of Oregon, Oregon State University and Portland State College.

Procedure. IO's, high school GPA's, Stanford RAT scores and standard scores of seven subtests of the Iowa's were used. The t-test was employed to find significant differences between the means and standard deviations of various characteristics for both groups.

Results. The high school GPA was the only single high school source of data which indicated a significant mean difference between the coed dropouts and coed graduates. The means were higher for the college graduates in GPA's, mental abilities and all characteristics studied, except the Iowa Reading, Science and Social Studies. The standard deviations were not significantly different for the two groups except in the Iowa Social Studies and Stanford Reading grade scores.

Goetz, Walter, and Leach, Donald. The disappearing student. Personnel and Guidance Journal, 1967, 45, 883-887.

Purpose. The study investigated significant differences between continuers and withdrawees with respect to their attitudes regarding teachers, counselors, facilities, and various personal experiences and conditions that might lead to withdrawal.

Population. Three hundred and fifty-nine randomly selected members of the 1962 entering freshman class at the University of New Mexico were sent questionnaires. One hundred and sixty-seven responses were used.

Procedure. The questionnaire was composed of items generally related to attrition. Data were machine scored and analyzed by chi-square.

Results. In comparing the attitudes of withdrawees and continuers almost no significant differences were found. In some instances both groups expressed positive feelings; services and facilities of the library are good, teachers are enthusiastic when they teach, the University emphasizes intellectual and cultural activities outside of class and a full program of courses pertaining to major fields of study are offered. Other times both groups expressed negative feelings; attitudes toward faculty advisers and counselors. Only three reasons generally related to attrition differentiated the groups. Withdrawers felt that problems of marriage, family finance and general unhappiness were somewhat more important than did the continuers. The mean GPA obtained for continuers was 2.52 whereas the withdrawers mean GPA was 2.14. The difference is significant at the 1% level. The mean SCAT scores did not reveal significant differences; continuers 64.33, withdrawers 59.09. The few existing differences did show, however, that continuers had more negative feelings than did withdrawers.

Gustavus, William T. Successful students, readmitted students, and dropouts: A comparative study of student attrition. Social Science Quarterly, 1972, 53(1), 136-144.

Purpose. The purpose of the study was to investigate the relationship between varying degrees of student success and two different types of student characteristics: background characteristics and academic orientation.

Population. The population consisted of three groups of students from Florida State University in 1970. There were 234 successful students, 186 readmitted students, and 122 dropouts. In total, there were 542 oced students involved in the study.

Procedure. The groups were categorized as follows: successful students were full-time seniors who were enrolled during the winter quarter, who were not on academic probation and who had never dropped out of college. Readmitted students were full-time students who were enrolled during the winter quarter, who had been out of school for at least one quarter and who had not previously completed the undergraduate degree requirements. Dropouts were undergraduates who formally withdrew from the University at least two years previously and who had not been readmitted to any college or university since that time.

The successful students were asked to respond to selected items for two different time periods: during their first two years in college and during their last two years. The responses of dropouts who left during their freshman, sophomore, junior or senior years were compared to the successful students' responses in accordance to how they felt during that time period. Readmitted students were asked to respond to certain items on the basis of two time periods: before they had dropped out of college and after they had returned to college. They were then divided into the two categories of freshman-sophomore/junior-senior on the basis of their current academic classification. Comparisons of the three groups were made.

Results. There were very few differences between successful students, readmitted students, and dropouts with regard to certain background characteristics. Only the characteristic of father's educational attainment was found to be significantly related to degree of success. It appeared that the fathers of readmitted students and dropouts had higher educational attainments than did the fathers of the successful students. When the groups were compared as freshman and sophomores, the readmitted students and successful students were generally more academically motivated and vocationally committed than the dropouts. When they were compared as juniors and seniors the same trend was evident, with the readmitted students being even more motivated and committed than their younger counterparts.

Hackman, Richard J., and Dyainger, Wendell S. Commitment to college as a factor in student attrition. Sociology of Education, 1970, 43(3), 311-324.

Purpose. The purpose of the study was to determine if students who enroll in college with a strong commitment to a college education will be more likely to persist through the critical first college year than those students who are less committed.

Population. The subjects were 1407 students who were enrolled in three mid-western liberal arts colleges. Parents of 1331 of these students also participated in the study. The students were persisters, transfers, voluntary withdrawals, academic dismissals, or disciplinary dismissals.

Procedure. As part of the freshman orientation programs at the three participating colleges, each enrolling student completed a questionnaire containing several items designed to identify his commitment to college. A similar questionnaire was sent to the parents of each student in order to provide a second source of data and to permit an assessment of the importance of the home environment in understanding student commitment. All students in the sample were classified into one of five categories: persisters, voluntary withdrawals, academic dismissals, disciplinary dismissals (not included in the analysis), and transfers. Analysis of variance, extension of the median test and chi-square were used.

Results. The commitment of a student and that of his parents to obtaining a college education significantly relates to whether or not the student persists beyond his freshman year. Students whose parents did not cooperate in the study were more than twice as likely to withdraw than were students whose parents did cooperate. Students with better-educated parents tend to be more committed to college, as do students who view their relationship with their parents as good. Students with solid academic competence but moderately low commitment tend to withdraw from college but transfer to another institution or to reenroll at the same school later. Students with poor academic qualifications but moderately high commitment tend to persist in college until they finally are forced to leave because of poor academic performance. Students with both low commitment and moderately low academic competence tend to withdraw from college and not reenroll in the same school or elsewhere. The strongest relationships between commitment-relevant measures and student persistence were obtained with items from the parent questionnaire rather than from the student questionnaire.

Heilbrun, Alfred B., Jr. Personality factors in college dropout.
Journal of Applied Psychology, 1965, 49, 1-7.

Purpose. The purpose of the study was to test the hypothesis that first-year college students whose personological makeup predisposes them to conform to the academic and social values of the institutional make a better adjustment than other students using the dropout as the criterion of adjustment.

Population. The entire 1961 freshman class at the State University of Iowa, comprised of 1144 males and 1005 females, participated in the study.

Procedure. The population was administered the Adjective Check List and an intellectual ability test prior to their first academic year. Thirteen months later groups of first year dropouts and nondropouts were defined. Statistical comparison of the dropout and nondropout personality scale scores was based in each case upon groups which were identically constituted for ability level. There were 304 male pairs and 306 female pairs.

Results. Support for the value-conformity hypothesis was found only for high ability students of both sexes. For these students, passivity and task-oriented behaviors allow for a conformance with institutional values and decrease the probability of early college discontinuance. The high ability students of a more assertive, less task-oriented nature encounter greater difficulty in value conformance and are likely to drop out of college prior to the second year. The results also imply that task-relevant variables are less important contributors to dropout of the high ability female than the male.

Hurkamp, Rosemary C. Differences in Some Initial Attitudes of Students Who Complete and Students Who Drop Out in the Wellesley, Massachusetts Adult Education Program. Final Report. Massachusetts: Boston University School of Education, 1968. ED 024 786

Purpose. The purpose of the study was to determine if initial attitudes of students toward certain attitude objects influence the rate of drop-out or withdrawal from adult education programs.

Population. The population consisted of 189 dropouts from the public school program of adult education at Wellesley Massachusetts.

Procedure. The students filled out a questionnaire consisting of 39 attitudinal items and 27 factual items. Responses to the questionnaire were analyzed. These dropouts were those students who had missed three classes consecutively or who had not been present at either of the last two class sessions.

Results. It was concluded that there are differences in some initial attitudes of students who complete and of students who drop out of adult education programs, and that these differences are significant.

Iffert, Robert E., and Clarke, Betty S. College Applicants, Entrants, Dropouts. 1965. ED 055 560

Purpose. Only one of the study's three main objectives dealt with the investigation of factors contributing to the discontinuance of registered students and will be discussed.

Population. There were 20 four-year college and university freshmen classes participating in the study.

Procedure. The dropouts from the four undergraduate classes in the 20 institutions were asked to respond in writing to the following three items: 1- What is your one most important reason for dropping out of college? 2- List, in order of importance to you, the other factors that caused you to drop out. 3- Under what circumstances would you have continued as a student?

Results. When the "most important" reasons for dropping out were grouped, academic problems were found to be the main cause. According to the responses, these problems caused nearly 60% of the more than 1,000 dropouts from privately controlled institutions and about 36% of the 1350 dropouts from publicly controlled institutions to leave college. Within the academic category, poor grades were responsible for more than one-third of the privately controlled institution dropouts and one out of eight dropouts from the publicly controlled institutions.

Health and family reasons ranked second in both public and private institutions, but these were more common among public than private college dropouts. Situations attending marriage created demands which resulted in a significantly higher percentage of dropouts among women in the publicly controlled institutions. Among the "changed circumstances" these factors also ranked second, but as "a contributing cause" they ranked third.

Third in order of "most important" reasons for dropping out of college were those in the financial category. Fifteen percent of the dropouts rated financial factors as the "most important" reason for dropping out and 21% listed them as "contributing factors." A significantly higher percentage of dropouts from public institutions than from private institutions cited this reason.

Reasons ranking fourth in frequency of mention, both as the "one most important" and as "contributing," were those classified as "dissatisfactions." Twenty-three dropouts were dissatisfied with the size of the institution. Other dissatisfactions included class size and administrative rules and regulations.

Ikenberry, Stanley O. et al. Effects of Reading, Study Skills Improvement, and Reduced Credit Load on Achievement and Persistence of Failure Prone College Freshmen: A Pilot Study. Morgantown: West Virginia University, 1966. ED 022 654

Purpose. The study investigated the effect of training in reading-study skills and reduction of the academic credit load on the probability of academic success and the reduction of withdrawal rates for marginal college students.

Population. The subjects were 330 freshmen (217 males, 113 females) who were selected from the 1964-65 class of West Virginia University. These students had a predicted GPA of 1.99 and below.

Procedure. The students were randomly assigned to four groups: 1- a reading-study skills class with reduced credit load; 2- a reading-study skills class with no reduction in credit load; 3- a reduced load with no special class; and 4- a control group with no special class and no reduction in credit load. Criterion measures included cumulative GPA's, student grades converted to standard score basis, and student withdrawal rate per semester.

Results. At the close of the first semester each of the criterion measures showed a significant difference in favor of those groups taking the special course. Significant interaction effects between the special course and the reduced load treatment were also shown. The group with only the reduced load treatment achieved at a level below the other three groups and had the highest rate of withdrawals. When the reduced or controlled credit load was not in combination with the special class, the high achievement means were not obtained and a negative influence on achievement was apparent.

Jones, Gordon, and Dennison, John D. A Comparative Study of Persister and Nonpersister College Students. British Columbia: Vancouver City College, 1972. ED 062 975

Purpose. The purpose of the study was to test for any significant difference in certain educational, demographic and opinion data between non-persisters and persisters.

Population. The population consisted of 744 students who withdrew and 759 students who persisted. All of the students were from the Langara Campus of Vancouver City College.

Procedure. Two forms of a closed-form questionnaire were prepared, one for the persister and one for the nonpersister. Both questionnaires were designed to obtain opinions concerned with educational interests, political involvement, family, assessment of college environment and educational decision making. The nonpersisters' questionnaire asked for reasons for attrition and activities after attrition. The persisters' questionnaire asked for responses to a potential withdrawal situation. Other sources of data included the withdrawal card (for the nonpersister sample only), the high school record transcript, and the college records. The chi-square test was used for two independent samples, the simultaneous large-sample multiple comparison method was used to test for the source of significant variation, and the McNemar test was used for the significance of changes.

Results. The results of the study tend to support the hypothesis that all types of students, including those of serious intellectual interest and high academic ability, withdraw from the comprehensive community college. The nonpersister was not characterized by any significant measurable differences from the persister. The number of courses in which the student enrolled was the only educational item that had some value in discriminating between persisters and nonpersisters. There was a greater tendency for part-time college students to withdraw than full-time students.

Kapur, R. L. Student wastage at Edinburgh University: I. Factors related to failure and dropout. Universities Quarterly, 1972, 26(3), 353-377.

Purpose. The study examined whether certain specified scholastic, social, motivational and psychological characteristics of the students and certain factors in their experience during their first year were significantly related to their persistence and success in academic studies.

Population. Subjects for the study were first-year students of the Edinburgh University in 1967-8. There were 1860 coed respondents to the first questionnaire and 1705 respondents to the second questionnaire.

Procedure. The investigation was carried out with two questionnaires, one given at the time of entry to the University and one six months later. The first questionnaire included academic factors, personal and social factors, motivational factors and psychological factors. The second questionnaire was concerned with financial support, clubs and societies score, sports, peer relationships, University and course satisfaction and reported emotional disturbance. A list of student withdrawals was prepared. From the information obtained through the questionnaires and from the withdrawal list, the students were divided into four groups. Voluntary drop-outs were those students who left the University at any stage before September; failures were students who failed one or more subjects by September; very successful students were those who formed the 25% in each faculty; and moderately successful students were those who passed all the subjects by September but were not included in the "very successful" group. A number of hypotheses were constructed to examine the relationship between the items in the two questionnaires and the academic performance. They were tested using various statistical procedures.

Results. From the results obtained in the study, four major conclusions were made. 1- The difference in the academic performance of males and females was not significant. Academic achievement at school is related to the academic performance but it is much better at discriminating between an outstanding student and an average student than between the latter and a poor student. 2- Data showed that lower social class and lower educational achievement of the parents are related to poor academic performance for females but not for males. 3- Psychological disturbance at the time of entry to the University has a low level correlation with academic performance in males but reported emotional disturbance after having been six months at the University is highly related to poor performance in males. 4- Low grades in school are equally related to failure and dropout. The student who has low grades, shows low religious participation, is of foreign nationality or is unenthusiastic about coming to the University stands a higher risk of dropping out. Risk of dropping out is even greater in females whose fathers were not in favour of their coming to the University.

Kapur, R. L. Student wastage at Edinburgh University II: A prediction scale. Universities Quarterly, 1972, 26(4), 483-496.

Purpose. The purpose of the study was to develop a scale for prediction of the students at risk of failing or dropping out at Edinburgh University during their first year.

Population. Subjects for the study were first-year students of the Edinburgh University in 1967. A total of 1860 coed students participated.

Procedure. Two prediction scales were constructed, one based on multiple regression (Multiple Regression Scale) and another based on a simple procedure in which the different variables were not weighted with respect to each other (Simple Prediction Scale).

For the multiple regression scale, the total population was divided into two groups in a random fashion, one group including four-fifths of the population and the other, the remaining one-fifth. The multiple regression was carried out only with the four-fifths group. Each student was assigned a "value" by multiplying the raw score on a particular variable with the corresponding regression coefficient. These values, when added, constituted his expected score. The predictive power of the scale was estimated by comparing the score of the students with their actual performance. The validation procedure was carried out by using the scale with the one-fifth group.

The Simple Prediction Scale used three steps. 1- The factors which had statistically significant relation with the academic performance were isolated. 2- For each factor with a dichotomous classification, a score of "0" was assigned to the class which showed poor outcome and a score of "2" to the class with a good outcome. 3- A total score was computed for each student and the predictive power of the scale was tested by comparing the actual performance of each student with his score. Separate scales were used for males and females.

Results. The comparison of the four-fifth and the one-fifth group for the Multiple Regression Scale, showed that the scale was valid. When the Multiple Regression Scale was compared to the Simple Prediction Scale it was found that as the number of variables taken into account increases, the prediction improves. For both the scales the students in the highest of the seven categories on the respective scales had negligible chances of failing or dropping out while those in the lowest categories had more than a 50% chance of being unsuccessful.

The Simple Prediction Scale seemed to be the better of the two. It uses less information, most of which can be collected from the matriculation forms of the students, and it is much simpler to analyse. It is suggested, however, that the prediction scale should be improved.

Krebs, Robert E., and Liberty, Paul G., Jr. A Comparative Study of Three Groups of Withdrawal Students on Ten Factor Variables Derived from a 36-Problem Self-Report Inventory. Austin: University of Texas at Austin, 1971. ED 052 690

Purpose. The purpose of the study was to examine the ways in which certain problems are experienced by groups of withdrawals differentiated on the basis of past academic performance.

Population. The subjects were 647 male and female Liberal Arts undergraduate students who withdrew from the College of Arts and Sciences at the University of Texas during the fall semester of 1969-70. The group consisted of freshmen (N=123), sophomores (N=136), juniors (N=181), seniors (N=168), and special students (N=39). All were carrying an average academic load of approximately 15 credit hours and more than half were performing satisfactorily scholastically at the time of withdrawal.

Procedure. The students were classified into one of three groups characterized by previous academic performance. A questionnaire was administered to each student before he withdrew. A multiple regression weighting procedure was used to develop factor scores. The three groups were compared on each of the 10 factor variables by means of analysis of variance.

Results. Group 1 (those who were performing satisfactorily with no record of prior academic probation or enforced withdrawal for academic reasons) showed significantly greater problems with not being stimulated by courses and professors, social activities, and outside interests taking too much time. They also had conflicts with social life and feelings of loneliness. This group of students appeared to be a relatively able and materially secure group whose problem was one of immaturity. Group 2 (those on scholastic probation with no prior record of enforced withdrawal) revealed conflicts with social life and feelings of loneliness, and problems with academic skills. Group 3 (those on scholastic probation and a history of enforced withdrawal) showed greater marital and engagement problems, and employment and financial problems. The three groups did not differ significantly in problems dealing with institutional dependency, masculinity conflicts, career confusion and demographic adjustment.

Larson, Patricia et al. Down the Up Staircase: A Study of New Careers Dropouts. Minneapolis: Minnesota University, General College, 1969. ED 037 647

Purpose. The intent of the study was to provide a prediction of who drops out of the New Careers program and to make recommendations for recruitment procedures.

Population. A sample of 105 coed students who left the program between September 1967 and October 1968 was used for the study.

Procedure. A standard questionnaire was given to all the New Careerists when they first entered the program. This same questionnaire was used for repeated measures at six month intervals. The dropouts were asked to participate in personal interviews. The MIQ, the MSQ and the SEQ were used as supplemental sources of data.

Results. The profile of dropouts indicated that men, younger persons, persons who were separated or divorced and nonwhites were more likely to leave. Dropouts tend to have fewer children, be high school graduates, and have been unemployed or employed in unskilled jobs prior to entering the program. The main reasons why enrollees left the program include personal reasons such as illness, family problems, problems with the law; needs of the enrollees not being met in work or education situation; and problems of recruitment and placement. The study indicated that there is a need for broad recruitment followed by an intensive orientation program where people may select themselves in or out of the program after two weeks.

Louttit, Edgar E. A Recapitulation of -- Student Dropouts in the Division of Continuing Education, University of Arizona, Spring Semester, 1967. Tucson: Arizona University, 1968. ED 019 619

Purpose. The study investigated the reasons why students withdrew from the Division of Continuing Education in 1967.

Population. The participants were 1090 withdrawal students. Of these students 304 (162 females, 142 males) returned usable questionnaires.

Procedure. Questionnaires were mailed to all withdrawal students. Due to various reasons the data reflects the responses of only 304 students.

Results. The findings of the study revealed five possible areas of significance affecting adult dropouts: 1- lack of desired courses, 2- transfer to day classes, 3- accomplishment of educational goals, 4- employment interfering with enrollment, and 5- movement from the community.

Marks, Edmond. Student perceptions of college persistence, and their intellectual, personality and performance correlates. Journal of Educational Psychology, 1967, 58(4), 210-221.

Purpose. The purpose of the study was to determine the reasons and areas of conflict which students judge as relevant to college withdrawal.

Population. A sample of 1000 freshmen entering Pennsylvania State University in the summer term of 1965 participated in the first part of the study; the construction of a questionnaire. The subjects for the second part of the study were 300 students selected randomly from the entire freshman class matriculating at Penn State in the fall term of 1965. There were 229 males and 71 females.

Procedure. The sample of 1000 freshmen was administered a two-item, free response questionnaire. Item 1 asked the students to list all their reasons for withdrawing if they were to leave. Item 2 asked them to think of a person whom they knew well who would probably drop out and to list his reasons for withdrawing. A content analysis of the responses yielded 33 reasons, to which 10 statements relating to actual withdrawal were added. These 43 items formed the Attrition Expectancy Questionnaire. The 43-item AEQ and the five scales reflecting level of aspiration, fear of failure, educational values and parental attitudes and press were administered to the second sample of students. The SAT Verbal, quantitative, and total scores, high school average, a measure of high school quality and the first and third term cumulative GPA's were obtained for each student. The AEQ items were intercorrelated and the pattern of correlations examined. The correlations between the AEQ items and the other variables were computed and examined as well. Frames of reference for students reporting low and high probability of withdrawing were determined by computing the data separately for the two groups. The sample was again broken down on the criterion- withdrew from or remained in college- and the means, standard deviations, and covariances of all variables were computed for the two groups.

Results. The perceived reasons for college withdrawal included academic and work skills and their utilization, motivation, and adjustment. Correlations computed separately for the groups reporting high and low probabilities of college dropout suggest that the former group is more concerned with satisfying the expectancies of their parents and that failure to do so is anxiety and guilt producing. Lack of commitment to educational pursuits coupled with this need to satisfy parental expectancies apparently leads to initially adequate performance but subsequent underachievement. Three times as many of this group withdraw as do the low probables. The comparison of the dropouts and remaining students after three terms of work revealed that the dropouts demonstrated both lower ability and poorer high school performance. The dropout group had a lower mean first-term GPA and a higher fear of failure mean score. As with the probable/nonprobable dropout dimension, level of aspiration was significantly related to withdrawal. Parental attitudes continued to be related to performance criteria, being positively correlated with GPA and persistence.

Marks, Edmond, Ashby, Jefferson D., and Noll, Gary A. Recommended curricular change and persistence in college. Personnel and Guidance Journal, 1966, 14, 974-977.

Purpose. The purpose of the study was to determine if counselor judgment regarding the appropriateness of student curricular choice and the strength of counselor commitment to that judgment were related to student persistence in college.

Population. The participants were entering freshmen at Pennsylvania State University in the 1960 fall semester. Two random samples of coed students were used; one containing 1944 students and the other 778 students.

Procedure. In the first analysis, the 1944 subjects were cross-classified on a factor related to student behavior with respect to counselor recommendations regarding curricula choice (5 levels) and on a sex factor. For the second analysis, the 778 students were cross-classified on three variables: student behavior in relation to counselor recommendation (3 levels); sex; and strength of the counselor recommendation. In both analyses the dependent variable was persistence.

Results. Counselor judgment regarding student curricular choice, the strength of the counselor commitment to that judgment, and student behavior were found to be related to student persistence and academic performance in college. Students who failed to change curricula when the counselor felt such change was indicated, remained at the University a fewer number of terms than other students and had lower GPA's. Females, however, had higher GPA's at the time of withdrawal than males. Only a small proportion of the female withdrawals had academic probation or dismissal as a factor.

Max, Pearl. How Many Graduate. New York, N.Y.: City University, 1968.
KD 026 954

Purpose. The study investigated the college careers of freshmen to ascertain how many succeeded in attaining a college degree, how many dropped out and why.

Population. A total of 7848 college freshmen participated in the study. These students were from Brooklyn, City, Hunter and Queens Colleges in 1960.

Procedure. Data were secured from the college registrars on retention and attrition. The number and percentages of those who had graduated, those still enrolled, those who left college requesting transfer and those who left for poor scholarship or other reasons were analyzed. In addition, a questionnaire follow-up was made of the students at Brooklyn and Queens Colleges who left before graduation. The questionnaires were precoded.

Results. Of the 7848 freshmen admitted 48% graduated within four years and 71% graduated within seven years from the college they entered as freshmen. Of those who had not graduated 180 were still enrolled, 557 requested transfer to another college, 693 were dropped for poor scholarship or left while on probation and 886 withdrew for other reasons. City College was found to have had the highest percentage of students still enrolled and of those who left without scholarship difficulty. Queens College had the highest percentage of transferees. The highest number of students dropped out from Hunter College for poor scholarship or left while on probation.

The questionnaire follow-up data revealed that 79% of those who left before graduation received degrees within seven years from colleges entered as freshmen or from other colleges. Three percent of the students were still enrolled and only 1% planned to reenroll. The entering freshmen in the fall of 1960 were among the top 15% of all high school graduates in the city. One in five, however, were dropouts from college. The males who left college most often gave "lack of interest in college" and "grades too low" as reasons; "marriage" and "lack of interest in college" were withdrawal reasons cited by females.

This article also appeared in College and University, 1969, 45(1), 63-76.

Nelson, A. Gordon. College characteristics associated with freshman attrition. Personnel and Guidance Journal, 1966, 44, 1046-1050.

Purpose. The purpose of the study was to determine whether institutions having very low freshman dropout rates differ from colleges and universities with higher freshman separation rates.

Population. One hundred four-year institutions with low freshman dropout rates and 100 four-year institutions with higher freshman dropout rates were randomly selected to participate.

Procedure. Twenty-two institutional variables were used as a basis of comparison. Chi-square and t-tests were used to determine whether, in respect to the variables, there were statistically significant differences between the colleges.

Results. Institutions with low and high freshman attrition rates differ from each other in respect to both personal variables and nonpersonal factors. The higher the proportion of men in a college or university, the greater the probability of high freshman attrition. The more selective, the smaller, and the more affluent colleges tend to have lower freshman attrition rates.

Nicholi, Armand M., II. An Investigation of Harvard Dropouts. Final Report.
Cambridge, Massachusetts: Harvard University, 1970. ED 042 068.

Purpose. The purpose of the study was to investigate the causes of high attrition rate.

Population. The sample consisted of 1154 male undergraduate students who dropped out of Harvard College for various reasons during a five year period. The population consisted of both Black and white students.

Procedure. Data were collected from the Registrar's records, from the psychiatric records of the University Health Services and from questionnaires yielding follow-up information. Controls used included population statistics on two entire classes and a random selection of 200 students both attending the University at the same time as the sample. Detailed cross-tabulations and multivariate analysis were carried out on two variables. Data were placed on punch cards, transferred to tape and analyzed by computer.

Results. Approximately 24% of each class withdrew during its four years in college. Emotional illness far outweighed every other reason for dropping out of college; more than 43% of the sample left for psychiatric reasons. Although 50% of the dropouts returned to graduate from Harvard, more than 700 of the students who withdrew failed to obtain a degree from Harvard and 420 of these students failed to obtain a degree from any college. The Registrar's Office revealed that 57% of the student sample left voluntarily; 42.1% left under compulsion. Although the dropouts had high academic potential, their academic performance at the time of leaving college was poor. The withdrawal student was likely to have his high intellectual endowment impaired by emotional conflicts, majored in the social sciences, had a private school background, sought psychiatric help before and after leaving, and had divorced or deceased parents. It was probable for the withdrawer to return to college if his father was deceased, but not so if his mother was deceased. Adjustment Reaction of Adolescence, Psychoses, Character Disorder and Neuroses were the types of mental illness afflicting the psychiatric dropout.

The percent of students who visited a psychiatrist was four times greater among the dropouts than among the general undergraduate population. Psychiatric dropouts returned to college sooner than the nonpsychiatric dropouts and tend to drop out a second time. Voluntary withdrawals were more frequent among the psychiatric dropouts and had higher academic potential than the nonpsychiatric dropouts. Those students with public school backgrounds had a greater tendency to leave for psychiatric reasons than those with private school backgrounds. The psychiatric dropouts tend to have higher academic potential and intelligence than the nonpsychiatric dropouts, majored in math and the biological sciences, entered the military more frequently than the other dropouts, returned and graduated from Harvard as frequently as the other dropouts and if not returning to Harvard, attended and graduated from other colleges less frequently than the nonpsychiatric

Nicholi, Armand M., II. (1970)

BEST COPY AVAILABLE

dropouts.

The American Black students in the sample had a higher dropout rate than the average undergraduate population. African Blacks had a lower dropout rate.

Pandey, R. S. Personality characteristics of successful, dropout, and probationary Black and white university students. Journal of Counseling Psychology, 1972, 19(5), 382-386.

Purpose. The purpose of the study was to compare the scores obtained on the MMPI by good, dropout, and probationary students.

Population. The population for the study consisted of 350 freshmen at Lincoln University in 1969. There were 219 white coed students (140 males, 79 females) and 131 Black coed students (53 males, 78 females). These students were divided into three groups: good (100 white males, 65 white females, 41 Black males and 56 Black females); dropouts (17 white males, 7 white females, 3 Black males and 5 Black females); and probationaires (23 white males, 7 white females, 9 Black males and 17 Black females).

Procedure. The students were grouped into three academic categories. "Good" students had completed the fall semester with a GPA of "C" or better; "Probationary" students had completed the semester with less than a "C" average; "Dropouts" were students who had voluntarily left the University because of personal, academic or social reasons. The MMPI was administered to all students. Raw scores were translated into T scores and interpreted.

Results. The results of this investigation indicate few significant differences between good students and dropouts on any of the MMPI scales regardless of sex or race. These findings suggest doubts that college dropouts have more personality disturbances than those who succeed.

Paraskevopoulos, J., and Robinson, L. F. Comparison of regression equations predicting college performance from high school record and admissions test scores for males and females. College and University, 1970, 45(2), 211-216.

Purpose. The purpose of the study was to determine if the coefficients and the intercepts of the regression equation for male students differ significantly from those of female students.

Population. The subjects were freshmen enrolled in the College of Liberal Arts and Sciences at the University of Illinois. At the Urbana-Champaign campus two coed groups were studied, 2690 beginning freshmen admitted in 1965 and 2603 admitted in 1966. At the Chicago Circle campus, 1903 beginning freshmen enrolled for the first quarter in 1966 were studied.

Procedure. The high school percentile rank, the ACT Composite Score and the GPA for the grades on first-term courses were analyzed. Regression equations for predicting first-term college grades from high school percentile rank and college admission test scores were derived for freshman men and women separately and combined.

Results. The analyses revealed that for both campuses the differences between the regression coefficients were not significant, but the differences in criterion intercept were statistically significant. If a separate regression equation is established for each sex, the predicted first-term college grades for male and female students will be different. The use of a combined equation favors male applicants.

Pervin, Lawrence A. Dissatisfaction with College and the College Dropout: A Transactional Approach. Final Report. New Jersey: Princeton University, 1967. ED 021 335

Purpose. The purpose of the study was to determine how college characteristics, student characteristics, and student-college discrepancies are related to student dissatisfaction and the tendency toward dropping out. The study also tested the validity of TAPE.

Population. The population consisted of 3,728 coed students from 26 four-year colleges. Form A of TAPE was administered to 1745 students from 15 private colleges and 11 public colleges. Form B of TAPE was administered to 1983 students from 14 private colleges and 10 public colleges.

Procedure. All of the subjects took one of the two forms of the TAPE. They rated the following concepts: My College, My Self, Students, Faculty, Administration, and Ideal College. The data were collected and analyzed.

Results. Seven significant results were found. 1- Discrepancies between student perceptions of themselves and their college were found to be related to reports of dissatisfaction with college and reports of probability of dropping out of college. This was more true for nonacademic than academic issues. 2- Colleges with large average discrepancy scores also tended to have large average dissatisfaction scores. 3- Ratings on TAPE scale appear to have satisfactory reliability. 4- The scales were found to be useful in differentiating among colleges. 5- The scales were found to be useful in differentiating among parts of any one college. 6- Some characteristics of colleges tend to be generally associated with dissatisfaction: authoritarian, egg-headish, snobbish, stubborn, reserved, intolerant, insensitive, indifferent, undirected, nonintellectual and uninteresting. 7- Some characteristics of students tend to be generally associated with dissatisfaction: undisciplined, traditionless, lustful, anti-institutional religion, nonacademic achievement, amoral, tense, undirected, unsociable and pessimistic.

BEST COPY AVAILABLE

Pervin, Lawrence A., and Rubin, Donald B. Student dissatisfaction with college and the college dropout: A transactional approach. Journal of Social Psychology, 1967, 72(2), 285-295.

Purpose. The purpose of the study was to investigate how discrepancies between the student's perception of himself and his college relate to dissatisfaction with college and probability of dropping out.

Population. The subjects were 50 Princeton University upperclassmen who were paid participants in a study of cognitive style and physiological functioning.

Procedure. A questionnaire was used to assess the students' perceptions of their own personality characteristics, of the characteristics associated with Princeton College and different parts of the college. The ITAPE was developed for use in the study. The subjects took two forms of the test on two different days.

Results. Discrepancies between Self and College, Self and Students, and College and Ideal College ratings were significantly related to reported probability of dropping out for nonacademic reasons and to nonacademic dissatisfaction with college. Attitude toward dropping out was also found to relate significantly to reported probability of dropping out.

BEST COPY AVAILABLE

Reboussin, Roland. Trends and Issues at Beloit College. Report #3: The Class of 1972. Wisconsin, Illinois: Beloit College, 1969. ED 033 651

Purpose. The purpose of the report was to acquire a bank of longitudinal data on each Beloit College class in order to study change during the time the class is at Beloit. One chapter concerned with two studies of attrition will be summarized.

Population. Study 1 involved 50 students who either withdrew or were to be considered as having withdrawn. Study 2 involved 295 students who were members of the classes of 1970, 1971 and 1972. These students had matriculated, withdrew and never returned.

Procedure. The participants of Study 1 were contacted by mail and asked to respond in letter form indicating their reason for withdrawal. The participants of Study 2 were divided into two categories, dismissal and voluntary. Information was obtained from the Office of the Recorder and from questionnaires administered to incoming classes. SAT Verbal and Math scores, high school rank, GPA, number of noncredit terms, and CSQ-I scale data were used.

Results. Analysis of the unadjusted GPA's revealed that dropouts did not perform as well in college as nondropouts. Mean SAT Verbal and Math scores revealed no apparent pattern. Lack of scholastic aptitude could not be determined and high school rank did not reveal any significant difference among the students. A statistically significant relationship between sex and the dropout was apparent for the 1972 class: the males tend to drop out, the females tend to stay. For the 1970 class, this relationship was marginally significant and showed that the females tend to drop out. In the class of 1971, there was no relationship at all.

BEST COPY AVAILABLE

Robinson, Lehmann F. Relation of student persistence in college to satisfaction with "environmental" factor. Journal of Educational Research, 1960, 63(1), 6-10.

Purpose. The purpose of the study was to investigate the relationship between freshmen attitudes, perceptions and judgments toward selected aspects of the college environment to determine if persisting students' evaluations differ from those of withdrawal and dropped students.

Population. The subjects were 2,800 University of Illinois, second semester 1962-63 freshmen. There were 1763 males (933 persisters, 255 withdrawals and 575 dropped) and 1037 females (475 persisters, 313 withdrawals and 249 dropped) involved in the study.

Procedure. To collect students' attitudes, perceptions and judgments of several aspects of the University, the Student Information Form developed by Demaree and Aukes was used. Three status groups were used to categorize the students. Persisters were those who graduated or persisted toward a degree; withdrawals were those who voluntarily withdrew; and dropped were those who were dropped because of poor scholarship.

Intercorrelations were computed for the SIF items and the correlation matrix was subjected to principal axis factor analysis. Seven factors were used: social environment, scholastic habits, faculty, advisement, finances, study arrangements and counseling. Scores were computed for each subject on the factors. These factor scores were dependent variables. Separate analysis was done for males and females.

Results. The male dropped group tends to be very dissatisfied with advisement and scholastic habits and satisfied with counseling, social environment and study arrangements. The male persister group showed satisfaction with the factors that the dropped group was dissatisfied with and dissatisfaction with those factors that the dropped group was satisfied with.

The male withdrawal group was less dissatisfied with advisement and scholastic habits than the dropped group and less satisfied with the same two factors than was the group which persisted. The withdrawn group was also more satisfied with counseling, social environment and study arrangements than was the dropped group and less dissatisfied with these same factors than was the group which persisted.

The dropped group of females was very dissatisfied with the advisement, faculty and scholastic habits factors. The females who persisted were satisfied with these factors. The withdrawn group of females was less dissatisfied with these factors than the dropped group and less satisfied than the persisted group.

Both male and female students who were dropped or who withdrew expressed evaluations that were different from those expressed by students who persisted. Attitudes, perceptions and judgments of students varied between sexes and status groups.

Rose, Harriet A. Prediction and prevention of freshmen attrition.
Journal of Counseling Psychology, 1965, 12, 399-403.

Purpose. An attempt was made to assess some of the psychological variables associated with withdrawal-within-semester of University of Kentucky freshmen and to establish and evaluate a method of preventing that withdrawal.

Population. The study was conducted using two groups of subjects. The first group consisted of 60 male freshmen; the second group had 88 coed students. These groups were used for the three part study.

Procedure 1. The subjects were selected based on their scores on the ISB and on the ACT. Those that scored at or above the mean obtained by entering college freshmen comprised Group 1. Group 1 was then divided into two subgroups, each containing 30 students. The students in 1-A were the experimental group and had to attend six individual counseling sessions over a 12-week period. The other subgroup, 1-B, was the control group and received no counseling. Three counselors conducted the interviews.

Results 1. Of the entire sample five defaulted. All of the defaulters were from Group 1-B, the control group. This result was significant and seems to indicate that counseling can be a significant deterrent to default.

Procedure 2. Forty-two defaulters were compared with 46 randomly selected persisters from the same freshman class on 14 independent variables. The 14 variables were OPI Factors I-VII, Rotter General Maladjustment Score, the comprehensive score of the Diagnostic Reading Test, high school GPA, Anxiety (Rotter), Dependency (Rotter), Hostility (Rotter), and ACT score. The scores of these tests provided the independent variables for a discriminant analysis which used the number of defaulters and the number of persisters as the dependent variables.

Results 2. The discriminant analysis yielded nonsignificant results for the total battery as a predictor. Individual F tests indicated significance for the OPI Factor I and the Rotter Anxiety score. When the sexes were separated, defaulting-males had significantly higher scores on the OPI Factor IV and Rotter Hostility. Also found was a trend toward a meaningful difference between the two groups indicated by higher means for defaulters than the means for persisters.

Procedure 3. The results of the discriminant analysis reported in the examination of the three groups (Groups 1-A, 1-B and 2) were examined for similarity to the profile of Group 2-A on the variables which differentiated Group 2-A from Group 2-B.

Results 3. The discriminant analysis identified the probation persister on the basis of personality variables alone; eliminating scholastic ability, high school GPA and reading comprehension. The data show that the defaulter resembles the successful persister in amount of anxiety. He differs from the persister, however, in his interests, social skills, and acceptance of authority.

Rose, Harriet A., and Elton, Charles F. Another look at the college dropout. Journal of Counseling Psychology, 1966, 13, 242-245.

Purpose. The study investigated personality differences between students who withdrew from college within the semester, students who persisted successfully through one year, students who persisted unsuccessfully through one year and students who persisted successfully but voluntarily did not return for the second year.

Population. The subjects consisted of four groups of freshmen from the University of Kentucky. Those students who withdrew within the semester were labeled defaulter (N=42); those who completed one year successfully were labeled successful persisters (N=42); those who completed one year unsuccessfully were labeled probation persisters (N=42); and those who voluntarily did not return for the second year were labeled dropouts (N=69). In total 195 students participated in the study.

Procedure. The independent variables were OPI factor scores and Rotter Incomplete Sentence scores. Both the ISB and the OPI were part of the freshman orientation test battery administered in the fall of 1963. The dependent variables were the four groups of students. Relationships between the variables was assessed by a multiple discriminant analysis with the Cooley and Lohnes program (1962).

Results. Significant differences between these groups of students were found. Students who were labeled as probation persisters and those who were labeled as defaulters were found to be less dependent than those who were dropouts or successful persisters. The data suggested that probation persisters and defaulters are similar on personality traits of maladjustment, anxiety, hostility, tolerance and autonomy. Also suggested by the data was that if defaulting students should remain in school and have counseling, they could become successful students.

Dropouts were found to be significantly more hostile than students who default or persist. They tend to show the most maladjustment; to be the least interested in literature, art and philosophy; to be illogical, irrational and uncritical in their approach to problem solving; and to dislike reflective and abstract thought.

Probation persisters are significantly less anxious than defaulters, dropouts or successful persisters. They also enjoy social contacts more than the other groups of students. Their hostility is turned inward, they are other-directed and they cannot openly express or admit resentment or hostility toward others.

The successful persister is very much like the dropout. They are conforming, as are the dropouts, but they tend to repress more. Successful persisters are also more immature than defaulters in their expression of autonomy needs and more willing to accept or defer to authority.

BEST COPY AVAILABLE

Rossmann, Jack E., and Kirk, Barbara A. Factors related to persistence and withdrawal among university students. Journal of Counseling Psychology, 1970, 17(1), 56-62.

Purpose. The study examines the differences in ability, personality characteristics and attitudes between students who returned to the University of California, Berkeley, for their sophomore year (fall 1967) and those who did not return.

Population. The subjects for the study were coed freshmen in the College of Letters and Science at the University of California, Berkeley, in the fall of 1966. They were categorized as persisters (N=1852), voluntary withdrawals (N=214) and failures (N=258). The total population for the study was 2324.

Procedure. At the end of spring quarter 1967, GPA data were obtained on all students. At the end of the fall quarter 1967, the GPA rosters were examined to determine which students had returned for their second year and to establish categories. All subjects completed the SCAT form UA, the OPI and a student questionnaire.

Results. The data indicated that both the male and female voluntary withdrawals had higher verbal ability and were more intellectually oriented than the persisting students. The data also suggested that the coed withdrawals are more likely to enjoy reflective or abstract thinking; are more interested in artistic activities; tend to be more tolerant of ambiguities and uncertainties; are more ready to express their impulses and to seek gratification in conscious thought or action; and are less interested in a practical or applied approach to life. The female withdrawals also seem to have a greater need for independence than the persisters. For both male and female withdrawals there was a higher percentage response indicating that they entered college planning to transfer or leave before graduating than for persisters. Male withdrawals were more likely to become actively involved in student protest movements supporting civil rights and opposing the Viet Nam war; to participate in off-campus politics; and to see artistic and cultural interests as being important than were persisting males. They were, however, less likely to feel the importance of athletics. Female withdrawals were more likely to express displeasure about competing for grades and to feel the importance of individual creativity. They were less likely to feel the importance of student government; to come from families which were affiliated with a formal religion; and to profess formal religious beliefs for themselves.

No differences between coed persisters and coed withdrawals were found in family income, parents' occupation or education, parents' level of aspiration for child or parents' reactions to child's achievements.

The data also suggest that the differences between the female voluntary withdrawals and the failures include that the withdrawals are more reflective, more esthetic, have a greater need for independence, are more other-directed and are less concerned with practical matters.

Savicki, Victor, Schumer, Harry, and Stanfield, Robert E. Student role orientations and college dropouts. *Journal of Counseling Psychology*, 1970, 17(6), 559-566.

Purpose. This study examines the hypothesis that students who withdrew from college in different ways and those who persist in different ways will each be psychologically different.

Population. The subjects were selected members of the 1969 class at the University of Massachusetts. Approximately 1000 coed freshmen completed the necessary information prior to entering the University. After one complete academic year, a subsample of 392 subjects was selected from the original 1000 subjects.

Procedure. The Student Preference Schedule generated the data. Chosen students were then divided into groups defined by persistence, actual GPA and scholastic aptitude. Group 1 consisted of successful persisters (70 males, 70 females) who had completed two semesters with a "C" or better average and had an actual GPA which fell within $\pm .5$ point of their predicted GPA. Group 2 consisted of probation persisters (70 males, 46 females) who had completed two semesters with less than "C" averages and had an actual GPA which fell within $\pm .5$ point of their predicted GPA. Group 3 consisted of dropouts (10 males, 20 females) who withdrew at the end of the first or second semester with an actual GPA of "C" or better. Group 4 consisted of dismissals (52 males, 21 females) who were asked to leave at the end of the first or second semester because of scholastic deficiencies. Group 5 consisted of defaulters (17 males, 16 females) who withdrew during a semester regardless of their GPA.

These groups were compared on all Role Orientations using multiple discriminate analysis. Separate analyses were done for males, females, and males and females combined. Multiple-range tests were run on the resulting significant discriminate function, on predicted GPA and on socioeconomic status variables in order to determine which of the five groups differed from each other at significant levels.

Results. Defaulters and successful persisters have stronger preferences for social development and vocational behaviors, moderate interest in academic, intellectual and ritualistic activities, and a moderate dislike for collegiate behavior. For both male and female defaulters data showed dependency upon parental support or pressure for occupational strivings.

Probation persisters may persist in spite of scholastic tasks and because of their stronger attraction to nonscholastic behaviors. Male probation persisters prefer vocationally relevant activities more than do male dismissals.

Dismissals have less orientation to use college as a means to a job, partake less of consummatory collegiate behaviors and display less interest in or concern for others on campus. They also have less self-justified reasons for persisting.

Savicki, Victor, Schumer, Harry, and Stanfield, Robert E. (1970)

Dropouts are higher status students who dislike academic tasks, do not engage in organized extracurricular events and do not feel comfortable in an environment filled with striving lower status peers. They therefore choose to extricate themselves in order to seek more congenial surroundings.

Schoemer, James R. The college pushout. Personnel and Guidance Journal, 1968, 46, 677-680.

Purpose. The purpose of the study was to discover whether suspended students are characterized by common factors in their backgrounds and college records that tend to distinguish them from other students.

Population. The subjects were 141 coed, regular, full-time students that were suspended during a period of five years from 1960-61 to 1964-65 from Indiana University.

Procedure. Sociological and demographic data was obtained from the students' personal folder. SAT scores, high school class rank and GPA's were obtained from the official transcripts of each student. Chi-square and analysis of variance were employed.

Results. In terms of family background and intellectual aptitude the suspended student had the same opportunity for success in college as did other students. He compared favorably with nonsuspended students in family composition and socioeconomic level. In terms of academic achievement both high school and college mean GPA of suspended students was below that of those who were not suspended. In two areas of personal development the suspended students differed from others. Suspended students were significantly less active and less involved in high school leadership roles.

BEST COPY AVAILABLE

Stegman, Wilbur N. A Study to Develop Living Area Activities Designed to Improve the Retention Ratio of Potential Student Dropouts. Final Report. Springfield: Southwest Missouri State College, 1969.
ED 035 379

Purpose. The purpose of the study was to determine the effectiveness of various activities designed to retain dropout prone college students.

Population. One hundred forty potential dropouts (60 males, 80 females) from the 1968 entering freshman class of Southwest Missouri State College participated in the study. Half of the students were placed in sample groups and half in control groups.

Procedure. The students' success potential were determined by high school rank, SCAT scores and their likes and dislikes for necessary college activities. The students were divided into four matching research and control groups, one in each residence hall. A graduate research assistant was assigned to each group who conducted selected activities and provided selected services designed to keep the experimental groups successfully in college. These activities and services included academic advisement, tutoring, personal guidance, counseling, social and economic aid and advisement on an individual and group basis.

Results. The results indicated that the personal attention and help given to the experimental group may have been instrumental in accounting for a significant rise in persistency for these students as compared to their control counterparts. GPA and attendance persistence was higher for the experimental group than for the control group.

Stordahl, Kalmer. Influences on voluntary withdrawal from college.
College and University, 1970, 45, 163-71.

Purpose. The purpose of the study was to investigate the college plans of students who had transferred or voluntarily withdrew from a university, their perceptions of reasons for leaving and their opinions about selected aspects of their college experience and to ascertain whether these students differed on selected demographic and attitudinal variables.

Population. The sample consisted of 500 full-time coed undergraduates who were enrolled in the spring semester of 1966 at Northern Michigan University and did not return in the fall. Freshmen, sophomores, juniors and seniors were participants.

Procedure. Data were obtained via a brief mailed questionnaire and University records. Factors which might have influenced a student's decision to transfer or drop out of college were rated on a three-point scale. Items concerned with the former student's satisfaction with various aspects of University life were rated on a four-point scale.

Of 492 questionnaires delivered, 427 were returned with complete information. Respondents and nonrespondents were compared on sex, class, cumulative GPA and home location variables. In all instances the hypothesis of independence was accepted and the returned questionnaires were considered representative of the total number to whom questionnaires were mailed.

Results. About 60% of the students in good standing who had withdrew had transferred to another institution. Of the 40% who had dropped out, almost two-thirds had definite plans to continue their college education at a later date. Men who had withdrew more frequently transferred than did women, whereas, women more frequently dropped out. Students whose homes were relatively close to the University were more likely to drop out than transfer, but those from a greater distance more often transferred. Students felt that a desire to be closer to home had more influence than any other factor on their decision to transfer. This factor was considered particularly important by the younger students. Considerable importance was also given to general dissatisfaction and curriculum concerns; less significance was attached to the desire to attend a less expensive college or a larger college and to inadequate housing. Factors considered to have had the greatest influence on the student to drop out were nonacademic reasons (employment, financial problems, military service for men and marriage for women); factors associated with low motivation for college (lack of studies interest and discouragement by low grades); and general dissatisfaction. Dropouts, transfer students and enrolled students expressed similar attitudes toward quality of instruction, faculty, interest in students, quality of advisement and counseling and authority exercised over student life outside the classroom.

Suczek, Robert F., and Alfert, Elizabeth. Personality Characteristics of College Drop-Outs. University of California, Berkeley, 1966.
ED 010 101

Purpose. The purpose of the study was to investigate the personality characteristics of college dropouts.

Population. The population consisted of students who entered the University of California, Berkeley, as first-semester freshmen in the fall of 1961. A sample of 1621 students (888 males, and 756 females) was used. Seven hundred and twenty-eight students were dropouts.

Procedure. The personality scale data and most of the questionnaire data used in the study were made available from another study. The Attitude and Opinion Survey was made up of six scales taken from the OPI, the Ethnocentrism and Authoritarianism Scales and two other inventories. The questionnaire was mailed to all the subjects. Chi-square, t-test and analysis of variance were used.

Results. Male dropouts are characterized by independence, by rebelliousness and by conflict with their families, with authority and with convention. They are adventurous in terms of physical activity and in the realm of ideas and they express interest in intellectual pursuits. They feel somewhat confused and are aware of having difficulty in functioning. Women dropouts demonstrate awareness of conflict and of ambivalence. They are also rebellious, adventurous and questioning of conventional attitudes. They have wide interests and tend to value sensation. Continuing students are more conventional and submissive to authority and more dutiful than dropouts. They suppress impulses and conflict and they are more orderly, organized and ambitious.

Male dropouts who are failing at the time they drop out have a significantly higher mean score on the Impulse Expression Scale than both the students who do not drop out and the dropouts in good standing. Both the male and female failing dropouts are immature. The female has scores similar to the continuing student with the exception of a significantly higher score on the Ethnocentrism Scale. The dropouts in good standing tend to be more mature. Both male and female have relatively lower scores on the Ethnocentrism and Authoritarianism Scales. These females have a significantly higher score than the continuing students on the Impulse Expression Scale. No systematic differences were found among the dropout groups representing different lengths of stay in college before dropping out. It was found, however, that there are more failing dropouts in the earlier semesters and more dropouts in good standing in the later semesters.

Dropouts who had not reenrolled or transferred within 18 months of dropping out value sensations, enjoy fantasy and imagination and are motivated by rebellious feelings. At the time they enter college, they appear to lack flexibility and complexity in their personality makeup. The most mature group of all are the students who drop out and return to Berkeley. They are complex, flexible, realistic people who are humane

Suczek, Robert F., and Alfert, Elizabeth (1966)

and tolerant of others. They value sensation and variety of experience and have an active imagination and high intellectual and esthetic interests. The students who do not drop out from Berkeley and those who drop out but continue elsewhere tend to be similar to each other. They are less mature than the other groups and more conservative, conventional, compliant to authority, task-oriented and ambitious at the time they register at college. The students who leave Berkeley to go to professional schools are rigid, inhibited, dependent on authority and on convention and intolerant of differences and ambiguities.

Evaluation of the questionnaires led to the impression that dropping out of college frequently is related to conflicts involving establishment of autonomy.

Vaughan, Richard P. College dropouts: Dismissed vs. withdrew. Personnel and Guidance Journal, 1968, 46(7), 685-689.

Purpose. The study investigated cognitive and noncognitive factors effecting those dropouts who were dismissed on the basis of academic failure and those who withdrew voluntarily, and compared the results from a total dropout sample with those from subgroup samples.

Population. The subjects for the study were 78 male undergraduate students from the University of San Francisco who were dismissed for academic reasons, 62 male undergraduates who voluntarily withdrew from the University and a control group of 141 male students who entered the University as freshmen and were in the process of completing their education. The latter were selected at random.

Procedure. Over the course of five years a battery of tests measuring cognitive and noncognitive factors was administered to all incoming freshmen. The part of the battery used in the study includes the MMPI, the ISRT and the SAT. Mean differences between the groups of students were analyzed by use of the student's t-test. High points or peaks were tabulated and converted into percentages for the MMPI clinical scales (omitting *Mf*) and tested for significance of differences. Two-point elevations were also noted. As an index of disturbance, profiles with at least two clinical scales (excluding *Mf*) elevated to or above the T score of 70 were tallied, converted into percentages and tested for significance. *Mf* scores elevated to or above 70 were also tallied and analyzed.

Results. Students who were dismissed for academic reasons differed in several respects from those who withdrew for reasons other than academic. The combining of the two samples under the heading of dropout tends to obscure these differences. The dismissed students scored significantly lower on the cognitive measures than the persisting students; the withdrawing students scored somewhat lower on these measures, but the differences failed to attain significance. The same patterning is evident in the measures of personality. The dismissed and the withdrawing students have differing personality characteristics. In comparison with the persisting students, the dismissed students are more apt to be emotionally disturbed and to manifest more pathology. They are more likely to be impulsive, lacking in any deep emotional commitment to education and unable to profit from past experience. They have a tendency to be unstable, overly active and restless. The student who withdrew for nonacademic reasons failed to manifest these characteristics to a significant degree in excess of the persisting student. These students did manifest suspiciousness, oversensitivity and egotism. In both groups the failure to accept the possibility of psychological limitations, thus blocking any effort at change in personality structure, may have been a dropout factor.

Wegner, Eldon L., and Sewell, William. Selection and context as factors affecting the probability of graduation from college. American Journal of Sociology, 1970, 75, 665-679.

Purpose. The purpose of the study was to examine the relation of type of college attended to graduation.

Population. The subjects were 1253 male students who either dropped out of or graduated from the four-year college they attended. The college attended was either a high prestige state university, an urban state university, a state college, a catholic urban university, an out-of-state university, a liberal arts college, or a technical or religious training school.

Procedure. Data, collected through mailed questionnaires, consisted of background characteristics related to persistence in higher education. Rank in high school class, Henmon-Nelson Test of Mental Ability scores, level of occupational aspiration in the senior year of high school and socioeconomic status were the background characteristics. The dependent variable was college graduation.

Results. Data show that high rank in high school class, high intelligence, high occupational aspiration and high socioeconomic status background are associated with a greater probability of graduating from college. The differences in graduation rates between institutions corresponded to differences in the type of students recruited. The type of college attended was found to have an independent effect on chances of completing a degree. Student input factors were the important influences on graduation, but type of college was also a factor. Students of different socioeconomic status and intelligence levels have different success in each of the different types of colleges. Selection into institutions was also viewed as affecting the probability of completing college. The evidence indicates that the selection process accentuates the advantage of high status students in completing a college education. Quality of faculty or the relationships among students may affect the individual's performance or satisfaction with college life and thus influence his chances of graduating.

BEST COPY AVAILABLE

Winther, Sven F. et al. The Invisible Student: A Longitudinal Study of the Beginning Freshman Class of 1963 at the University of New Mexico.
Albuquerque: New Mexico University, 1969. ED 030 532

Purpose. The purpose of the study was to examine the nature, the ability level, the characteristics and the levels of educational aspiration and attitudes of the University of New Mexico student body.

Population. The entering class of 1963, consisting of 1596 coed students, participated in the study. A sample of this class, consisting of 408 coed students, was asked to complete questionnaires; 241 responded. All of the participants were from the University of New Mexico.

Procedure. Data were obtained for each student and the students were followed until June of 1968. The students were categorized into graduated, expected to graduate, current and noncurrent groups. A subgroup of Spanish Americans was also made. The data were analyzed by comparing variables which appeared to be independent. Questionnaires were mailed to a random sample of the population in order to obtain more precise and extensive information.

Results. The final status of the entering class of 1963 as of mid-June 1968 was 46.9% dropouts from University College, 15.2% from degree colleges, 7.8% currently enrolled and 30.1% graduated.

Students intending to enter the professional schools, particularly Nursing, Business Administration and Engineering, tend to drop out of the University before they qualify for transfer to these colleges. Of students who transferred to a degree college, those in Arts and Sciences tend to drop out with greater frequency than those enrolled in other degree granting colleges. Of students who graduate, those in the College of Education do so in greater proportion than those designating other degree granting colleges.

High school GPA was found to be related to college persistence. Data showed that a higher proportion of students entering with high GPA's from high school will graduate or at least stay longer at the University than those with high school GPA's near the minimum of 2.0 required for admission.

No statistically significant difference in the performance of males and females was found. Of the dropouts a slight tendency for males to persist or to stay longer was found, however, it was not statistically significant. More females leave during or after the first and second semesters although from the third semester on, females drop out less often than males. Females were found to spend fewer semesters in University College before transferring out, were suspended less often and dropped out for different reasons than males.

The Spanish-American students initially did not perform as well as other students. A greater proportion tend to drop out and have poorer GPA's in

BEST COPY AVAILABLE

Winther, Sven F. et al. (1969)

University College. This initial difficulty appeared to be overcome, however, in the first two semesters. Data indicated that these students do not wait until they are forced to leave by suspension and they are less influenced by the traditional academic year cycle than other students.

Dropouts responded less than other students to the mailed questionnaire. Questionnaire data revealed that attending college is attributable more to external influences than self-determination. College inadequacies included academic advisement, vocational planning and personal-social counseling. The respondents indicated that they wanted these services and were unable to find them.

Wood, Samuel E. Relationship of Certain Nonintellective Factors to Persistence. 1968. ED 023 374

Purpose. The major purpose of the study was to determine if differences exist between those students who had maintained continuous enrollment for four semesters, those who withdrew voluntarily within this time and those who were dismissed for academic deficiencies.

Population. The sample consisted of all freshmen entering Stout State University in 1965. There were 440 persisters (231 males, 209 females), 241 voluntary withdrawals (105 males, 136 females) and 186 dismissals (149 males, 37 females). The total population was 867 students.

Procedure. All of the subjects completed the Student Profile Section of the ACT battery before entering the University. The statistical procedure was a chi-square analysis of the relationship between the categories of the sample within each sex and on each of the ACT variables.

Results. The data showed various differences among the three groups of students. The persisters indicated that they planned to join science clubs and take part in projects. They liked the offered special curriculum, the progressive outlook of the college, and were attracted by the University's fraternities, sororities and good athletic program. Persisters were also less likely to be engaged or dating seriously. The withdrawals tend to choose careers unrelated to the University's available majors and showed considerable interest in music, debating, acting and other intramural activities. Those who were dismissed planned to engage in more athletic programs and other intramural activities. They were more likely to be engaged or dating seriously. Significance was found on the variable "anticipated financial needs" for those who withdrew compared to those who were dismissed.

Tucker, H. E. et al. Who Leaves Hofstra for What Reasons. Hempstead, N.Y.: Hofstra University, 1972. ED 065 045

Purpose. The study investigated the characteristics of those students who withdrew from Hofstra and their reasons for withdrawal.

Population. The subjects were 678 coed students (343 males, 335 females) from Hofstra University. Among these students there were 251 freshmen, 276 sophomores, 100 juniors and 51 seniors.

Procedure. Questionnaires, designed to solicit reasons for not returning to the University, were sent to all of the students who withdrew. Registrar records were consulted in order to determine the subjects' characteristics.

Results. For those students who withdrew, the average GPA and the majors selected were not different from that of the rest of the student body. There were, however, greater proportions of females, lower classmen, junior and senior transfers, and female dorm students among the withdrawers than among the total student body.

Only 32% of the questionnaires were returned. Sixty percent of the respondents said that they were currently attending another college. They had an average GPA of 3.0 whereas those not attending other colleges had an average GPA of 2.5.

All of the reasons for leaving given by respondents were placed into five major categories. Personal, financial, and dormitory reasons were each cited by approximately 40% of the respondents. Unhappiness with nonacademic aspects was cited by 36% and dissatisfaction with academic aspects was cited by 30%. Academically better students tend to give dissatisfaction with the dorms and other nonacademic aspects of Hofstra as reasons for leaving, whereas the poorer students cited personal and financial reasons. Those who gave personal reasons had the largest percentage of upper classmen and transfers among the withdrawers. Among those who left for financial reasons there were more males than females.

Five suggestions were made to discourage students from leaving. 1- Financial counseling services and aid should be established and publicized. 2- Special consulting services should be made available and publicized to persons considering leaving for personal reasons. 3- Social and nonacademic activities should be planned. 4- Provisions for a procedure for students to make their dissatisfactions known should be made. 5- Interviews with all students contemplating leaving should be arranged.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Alken, 1968	Explore demographic differences between dropouts and continuers.	Freshman class sample.	N=90	none	Compare demographic characteristics for continuers and dropouts.	Demographic questionnaire.	χ^2 , t-test.	No significant differences for demographic characteristics; GPA's were higher for continuers.
Black, 1969	Determine predictive efficiency of ACT and high school GPA for freshmen and sophomore academic achievement.	Freshmen and sophomore sample.	N=253	none	Compare high school GPA's and ACT scores with college GPA's and determine relationship between GPA and withdrawals, probations, or dismissals.	High school GPA, college GPA, ACT scores.	ACT multiple regression equation.	High school GPA contributed most to predictive efficiency. ACT-English test was also a contributor; equation proved effective.
Blal, 1969	Determine college attendance reasons, withdrawal reasons, study habits, attitudes, and attrition rate for freshmen.	Four groups: students, dropouts, two freshmen classes, and junior colleges.	N=264 N=80 N=100	none	Analyze questionnaire data and guidance tests for continuing and dropout students.	Questionnaire, guidance tests, SSA.		Reasons for attending and withdrawing, habits and attitudes, and attrition rates were found for freshmen.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Blal, 1971	Ascertain percentage of re- turning second year students.	Junior colleges.	N-60	none	Tabulate and summarize questionnaire responses.	Questionnaire.		No consistent retention rate found; highest rates among small, all female schools.
Blal, 1972	Review several attrition studies.							Various elements of student characteris- tics and environmental press cause attrition.
Bosson, et al., 1970	Investigate withdrawal causes and character- istics.	Freshman sample.	N-100	none	Compare data for withdrawal and per- sisting students.	Interview, ACT composite scores.	2 T.	Seven personal, and family characteris- tics differentiated between withdrawal and persisting stu- dents. Personal, social, and academic reasons led to with- drawal.
Chickering, et al., 1969	Examine the with- drawal decision setting for potential dropouts.	Non- returning freshmen.	N-737	none	Analyze data for withdrawal students.	On-campus interviews, ICS, ASQ.		Withdrawal decision setting, and reasons for withdrawal were determined from the ICS and ASQ.

BEST COPY AVAILABLE

EXPERIMENTER
AND DATE

PURPOSE

TYPE OF
GROUP

SIZE

CONTROL

PROCESS

INSTRUMENTS

TEST
STATISTICS

OUTCOMES

Cohen, 1969	Assess student personality character- istics and their re- lation to heterogeneity and attri- tion.	Freshman sample.	N=259	2 control groups.	Compare personality configura- tions on OPI for control and ex- perimental groups. Analyze questionnaire and A-FI data.	Questionnaire, X, A-FI, OPI. t-test.	2	Sample was more homogenous than reference groups; relationship found between high com- plexity scores and dropouts. Amount of credits, employ- ment, and family characteristics found for dropouts.
----------------	--	---------------------	-------	-------------------------	--	--	---	---

BEST COPY AVAILABLE

Cohen,
et al.,
1970

See

Cohen,
et al.,
1969

See

Cohen,
et al.,
1969Determine
student
opinion
of
English
programs.Sophomores
from 9
schools.

N=743

none

Compare
responses
for
dropouts
and
sophomores;
and for
types of
sophomores.

Questionnaire.

Dropouts didn't
differ from counter-
parts in grades,
parental education,
and reading habits.
Differences found
between humanities-
social science-
service, and science-
math-technology
sophomores.also,
et al.,
1967Determine
nonintel-
lective
differences
for marginal
academic per-
sisters and
nonpersisters.Good
student
sample.

N=51

none

Compare
CIAA
scores
for
persisters
and
nonpersisters.

CIAA.

t-ratio,
point-
biserial
r's.Nonpersisters scored
lower in academic
adjustment, maturity
of goals, level of
aspirations, personal
efficiency and re-
lations, and overall

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Gold, 1970	Obtain dropout and persistence rate data for IACC.	Randomly selected students.	N=397	none	Analyze data from Admissions Office; categorize students by SCAT raw score.	SCAT raw score.		90% persisted through first semester; student quintiles revealed persistence for semesters.
Grelve, 1970	Determine first year attrition rate, withdrawal reasons and re- lationship between academic performance and with- drawal reason.	Former coed freshmen.	N=116	none	Analyze questionnaire data for dropouts.	Questionnaire.		20% of entering class didn't re- turn; reasons and academic performance relationship were found.
Hughes, et al.	Determine first year drop- out characteristics.	Freshman dropouts.	N=126	none	Analyze data from GPA's and questionnaire for dropouts.	High school GPA, college GPA, SOQ.		Dropout character- istics didn't differ from those of other students. Their characteristics are reported.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Kester, 1972	Present tables and computer Printouts for NORCAL Project.							
Kester, 1972	Second validation of the NORCAL questionnaire.	California community colleges.	N-5	none	Compare performance level for questionnaire designated potential dropouts and other students.	NORCAL questionnaire.		NORCAL questionnaire proved valid; po- tential dropouts had higher dropout rates, completed fewer credits and had lower grades.
Kester, 1971	Test reducing attrition treatments for freshmen.	Community colleges.	N-12	none	Analyze results for each college's experimental design.			All colleges re- ported fewer with- drawals; effects persisted after treatment ceased; six colleges re- ported higher grades for treated students.
Kester, 1970	Review the NORCAL Attrition Project.	California community colleges.	N-28	none	Three phases comprised the project.			A profile of the potential dropout is presented.

BEST COPY AVAILABLE

EXPERIMENTER
AND DATE

PURPOSE

TYPE OF
GROUP

SIZE

CONTROL

PROCESS

INSTRUMENTS

TEST
STATISTICS

OUTCOMES

Kiehl,
1970
Examine
college
environments
and
behavioral
manifestations.
Community
college
and
technical
institute
freshmen.
N=791
none

Compare
questionnaire
data for
community
college
and
technical
institute
freshmen.
Questionnaire.

No significant
differences found
for college en-
vironments, or
continuing and
withdrawing stu-
dents; scholastic
aptitude not sig-
nificantly related
to withdrawal.

McGeever,
et al.,
1965
Determine
reasons
for
termination
of
education.
Withdrawn
students.
N=310
none

Analyze
questionnaire
data.
Fact and
attitudinal
questionnaire.

Withdrawal reasons
included transfer-
ring, financial
problems, low grades,
no interest, military
service and illness.

MacMillan,
1970
Review
phase I
NORCAL
findings.
Entering
freshman
class of
22
colleges.

none
Compare
questionnaire
responses
for
withdrawing
and per-
sisting
students.
NORCAL
questionnaire.

Attrition prone
students and in-
stitutions were
identified.

MacMillan,
1969
Identify
characteristics
of withdrawing
and continuing
students.
Freshman
sample
from 23
colleges.
N=2872
none

Analyze
questionnaire
items for
responses
non-
randomly
distributed
among the
students.
Biographical
questionnaire.
Multiple
regression
analysis.

Demographic fac-
tors, family
characteristics,
and attitudes
differentiated
between withdrawing
and continuing
students. Attrition
prone institution
characteristics
also found.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
MacMillan, 1970	Provide basis for analyzing withdrawing students.	Freshman dropout sample from 15 colleges.	N=750	1 control group.	Compare questionnaire responses for this sample with those from NORCAL sample.	Questionnaire.	Discriminant analysis.	Most salient variables were identified.
Mater, 1971	Analyze available data in terms of success, failure, and dropping of courses.				Analyze data from ERIC files and grade records for all math courses at El Camino College.		² X.	Success rate in- creases as course level increases; difference in probability found for teachers but not for semester or day and night courses.
Mitchell, et al., 1968	Describe nonre- turning students.	Good with- drawals.	N=326	none	Correlate questionnaire responses with student background information.	Questionnaire.	² X, t-test.	Many nonreturnees had low ACG test scores, intended to transfer, and lacked college success assurance.
Morgenstern, et al., 1970	Identify withdrawal reasons for the Business Career Program dropouts.	Business Career Program students.	N=265	none	Analyze questionnaire and college records data for dropouts and persis- ters.	Questionnaire, college records.		Dropouts spent less time studying than persisters; admission criteria was not valuable as retention pre- dictors.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Penn- sylvania State, Depart- ment of Education, 1971	Examine with- drawal explanations given by institutions and the definition of "disadvantaged"; review related literature.	Two year colleges.	N=49	none	Analyze major attrition factors of minority group academically disadvantaged students and review literature.	Survey questionnaire.		A profile and a definition of the "disadvantage student" is pre- sented; reasons for withdrawal include inadequate finances, student immaturity, and inadequate moti- vation.
Rice, 1969	Determine differences for de- partments and suc- cessful and drop- out students.	Student sample.	N=2061	none	Compare department and student differences.	GPA's.		Grades in depart- ments requiring active performance and motor skills were higher than those for other departments.
Rice, et al., 1969	Determine differing character- istics for dropouts and successful students.	Student sample.	N=2061	none	Compare dropouts and successful students on nine personal and academic variables.	Personal and academic variables.	2 X.	Sex, high school GPA, major, father's occupation, and proximity to school differentiated dropouts from suc- cessful students; a profile of a typical student is presented.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Konecta, 1967	Review junior college dropout reports.		N=16					Academic ability scores are not good dropout pre- dictors; nonin- tellective differ- ences exist between paralels and dropouts.
San Jose City College, 1968.	Determine why stu- dents did not return for the spring semester.	Day student sample.	N=128	none	Analyze questionnaire data and withdrawal reasons for day students.	Questionnaire.		Transfer to another college, completion of A. A. degree, employment, re- location, and financial problems were major with- drawal reasons.
Sensor, 1967	Examine academic patterns, attitudes toward college, and with- drawal reasons for dropouts.	Dropouts.	N=967	none	Analyze questionnaire data and GPA's for withdrawn students.	Attitudinal and factual questionnaire.		Withdrawn students have poor academic patterns and low GPA's; some trans- ferred to another school, were em- ployed, or were in the armed forces.
Snyder, et al., 1970	Describe matriculated students who withdrew.	Dropouts.	N=860	none	Analyze questionnaires according to student demographic, academic, and achieve- ment charac- teristics.	Questionnaire.		Withdrawn students had completed a wide range of credits but most did not obtain their educational goals; withdrawal reasons are re- ported.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOME?
Goodling, 1969	Determine differences between transfer Program community college persisters and non- persisters.	Transfer Program students.	N-43	none	Compare persisters and nonpersisters on current status, mother's educational level, parental college support, academic aptitude and values.	SCAT, SIV.		Similarities of persisters and nonpersisters were found; no signifi- cant differences.
Vail, 1966	Determine a good drop policy.				Compare three drop policies and retention rates.			Retention found better under the first policy.
Wiegand, 1969	Compare charac- teristics of per- sisters and non- persisters and identify withdrawal reasons.	Male students.	N-200	none	Compare test scores, GPA's, and questionnaire data for persisters and non- persisters.	Questionnaire, ACT scores, mean GPA's.	t-ratio, 2 X.	Reasons for atten- dance and opinion of college differ- entiated between persisters and nonpersisters; withdrawal reasons are presented.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Wenrich, et al., 1971	Determine the effect of in- volvement in an in- structional program on attrition for high probability dropouts.	High probabil- ity fresh- men drop- outs.	N=98	1 control group.	Compare attrition rate for specially treated students and untreated students.			This experimental group had fewer withdrawals, more students completing a full-time course load, more second semester enrollees, and more students performing well than the control group.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Aiken, James. A Comparison of Junior College Withdrawees. University of Missouri, 1968. ED 023 389

Purpose. The study explores some demographic differences between the junior college dropout and the junior college continuer.

Population. The subjects for the study were 44 continuers and 46 withdrawees from the freshman class of Saint Johns River Junior College.

Procedure. The data were collected through a student characteristics analysis and a questionnaire. The questionnaire investigated students' concerns toward the college relating to its general facilities and services and some personal events experienced during their period of attendance. The stated vocational goals upon entrance and the educational and occupational levels of the parents were subjected to chi-square analysis. A t-test of independent samples was used to test the significance of the differences found between the GPA's.

Results. The data indicate that in comparing demographic characteristics of withdrawees and continuers almost no significant differences were found. The withdrawees tend to be older and more of them were married. More of the withdrawees planned to continue working while the continuers only planned to complete their education. A significant difference was found in the average GPA between the withdrawees and the continuers. The average GPA for continuers was 2.45 with a standard deviation of .61, whereas the average GPA for withdrawees was 1.92 with a standard deviation of .66. The data indicate that the groups were alike in terms of vocational goals upon entrance, and both educational and occupational levels of parents. About the same amount from both groups were undecided on their future. In comparing the ratings of the groups to various aspects of campus life, both groups expressed positive feelings toward teachers, faculty advisors, and counselors. The usual reasons for attrition (illness, financial need, marriage, lack of interest, etc.) did not emerge from this study.

BEST COPY AVAILABLE

Black, Hubert P. The Efficiency of the American College Testing Program and High School Grades for Predicting the Achievement of Chesapeake College Students. 1969. ED 029 626

Purpose. The purpose of the study was to determine the predictive efficiency of the ACT Program tests and high school GPA's in the academic achievement of freshmen and sophomores at Chesapeake College.

Population. The population consisted of all 1968-69 full-time freshmen and sophomores. There were 97 freshmen, 48 sophomores, 52 withdrawals, 24 academic dismissals and 32 probation students.

Procedure. High school GPA's, college GPA's and ACT scores were secured from records in the students' cumulative folders and were the factors involved. The criterion for academic achievement was the GPA's. The efficiency of the predictor variables was determined by using the ACT multiple regression equation and analyzing the differences between the predictions and the actual GPA's attained. Any relationship between GPA and withdrawals, probations, or dismissals was also determined.

Results. The equation used proved to be effective. It was successful to the extent of identifying 16% of the withdrawals, 65% of those on probation and 42% of those academically dismissed. The equation also predicted at least three out of five GPA's within minus one and plus one standard error for the freshmen and for the sophomores. High school GPA's contributed the most to the multiple correlation coefficient and subsequently to predictive efficiency. The ACT-English test was the second greatest contributor. Other ACT tests tend to cancel each other out.

BEST COPY AVAILABLE

Blai, Boris, Jr. Characteristics of Harcum Junior College Students. Bryn Mawr, Pennsylvania: Harcum Junior College, 1969. ED 034 521

Purpose. Four studies were conducted at Harcum College in the fall of 1969 to examine: 1- the students' reasons for attending the college, 2- the students' reasons for leaving the college, 3- the study habits and attitudes of freshmen, and 4- the first-to-second year student attrition.

Population. The first study involved 264 students from Harcum College; the second study involved 80 nonreturning junior students; the third study involved 1967 and 1969 freshmen; and the fourth study involved 100 junior colleges.

Procedure. Participating students and/or colleges completed questionnaires for studies one, two and four. A battery of guidance tests was administered for the third study.

Results. The study to determine students' reasons for attending Harcum College revealed that many students view their college education as a means of acquiring future material rewards.

Situational and personal factors were found to be associated with withdrawal from college in the second study. The most frequently stated reason given by Harcum students was "transfer to a four-year college."

The third study dealing with study habits and attitudes revealed that scores on the SSMA inventory reflect attitudes and study habits that are significantly related to academic success. Harcum students fell at approximately the 50th percentile on each measure.

The fourth study found statistically significant differences to exist among the colleges. The data indicated that the highest rates of return occur among the smallest schools (up to 250 enrollment) and among those having an all-female student body. An average retention rate was found to be 70%, however, no consistent retention rate was found among institutions.

Blai, Boris, Jr. First-to-second-year student attrition among junior colleges.
Scientia Paedagogica Experimentalis, 1971, 8(1), 8-15.

Purpose. The purpose of the study was to ascertain the percentage of invited first-year students who returned in September, 1969 for their second year.

Population. Sixty junior colleges participated in the study.

Procedure. A brief questionnaire was sent to 100 junior colleges throughout the U.S.A. The responses were then tabulated and summarized.

Results. No consistent, typical retention rate was found to exist among these institutions either in terms of enrollment size, types of student body, or types of institutional control exercised. Statistically significant differences in return rate were found among the colleges. Private-independent as compared with Private-church-related schools, smaller schools (those with 250 enrollments) and those having an all-female student body had the highest rates of return.

BEST COPY AVAILABLE

Blai, Boris, Jr. Two-Year College Dropouts -- Why Do They Leave? Who
Are They? How Many? Bryn Mawr, Pennsylvania: Harcum Junior College,
1972. ED 058 879

This article is a review of several studies concerned with student attrition. The author concludes that various elements of student characteristics and environmental press cause student attrition.

Bossen, D. A., and Burnett, C. W. What happens to the withdrawal student?
Junior College Journal, 1970, 40(9), 30-32, 34, 36.

Purpose. The study investigated the multiple causes of withdrawal and the characteristics that might identify a potential withdrawal student.

Population. The subjects consisted of 50 randomly selected withdrawal students and 50 randomly selected persisting students from Foothill College. All of the subjects were freshmen.

Procedure. Data were obtained via semistructured, in depth interviews and ACT Composite Scores. Chi-square analyses were computed when inferences were made about differences between the two groups on a particular variable. The two groups were stratified to approximate the distribution of ACT scores and to include a proportionate number of men to women and Caucasian to other race members (Mexican and Japanese).

Results. The reasons for withdrawal fell into three categories: personal, social, and academic. Single marital status and the father's occupation were found to attribute to the probability that an individual will return to college following withdrawal. The study found that 22 of the 50 withdrawals did return to college. Personal and environmental changes had altered the original conditions which brought about withdrawal. Most of the students felt that the period following withdrawal was productive. For the group that did not return to college, the academic offerings of the college and inadequate counseling contributed to their leaving.

Several differences between the dropout group and the persisting group were found. 1- If the student was married, the probability of dropping out was greater. 2- Those students from a lower socioeconomic status were more prone to drop out than other students. 3- Students who persist in junior college tend to make their decision to attend college in elementary or junior high school. 4- Students whose parents both have attended college are likely to persist. 5- Those students with clear vocational goals are likely to return to college and/or to persist. 6- The students prone to withdraw took six or less credits of coursework. 7- Significantly more persisters worked either part-time or full-time than those who withdrew.

BEST COPY AVAILABLE

Chickering, A. W., and Hannah, W. The process of withdrawal. Liberal Education, 1969, 55(4), 551-558.

Purpose. The purpose of the study was to examine the setting in which the potential dropout comes to his decision.

Population. The participating students were from the 13 institutions involved in the Project on Student Development in Small Colleges. In total, 737 first-year students who did not return participated in the study.

Procedure. Data concerning the process of withdrawal came from on-campus interviews, Institutional Classification Sheets and an Attrition Study Questionnaire. Only 440 usable questionnaires were obtained.

Results. The findings from the Institutional Classification Sheets revealed that first-year leavers most frequently left voluntarily and with an adequate or marginal GPA. Few were behavior problems, few expected to return and many transferred. Emotional difficulties, absence of clear objectives, and goals different from those of the college were most often the major reasons for withdrawal. Leavers found the work too difficult, were dissatisfied with the faculty or college, and could not pursue the program they wanted.

The Attrition Study Questionnaire respondents indicated the most important determinants of withdrawal were academic underachievement or difficulty, discrepancy between the college's professed beliefs and its actual behavior, dislike of the general college atmosphere and activities, hearing about another school that seemed better, and a general feeling of discomfort. As withdrawal was being considered discussion topics included academic underachievement or difficulty, educational plans and purposes, vocational plans, religious beliefs, attitudes and values, financial problems, college offerings, rules and regulations, and opportunities elsewhere. These topics were usually discussed with friends and parents. The college counselors and other personnel were very rarely cited as being involved in the decision to withdraw.

BEST COPY AVAILABLE

Cohen, Arthur M. The Relationships Among Student Characteristics, Changed Instructional Practices and Student Attrition in Junior College.
Final Report. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1969. ED 032 074

Purpose. The purpose of the study was to assess student personality characteristics as they relate to student heterogeneity and student attrition.

Population. The subjects in the study were 259 freshmen in a California community college. There were 175 males, 74 females and 10 undesignated by sex students involved in the study.

Procedure. All students completed a questionnaire, the AFI, and the OPI at the beginning of the 1968 school term. Personality configurations displayed by the students on the OPI were compared with scores attained by a UCLA freshman group and with a normative group. The data from the questionnaires were tabulated. Chi-square and t-tests were used to determine dropout-persister differences.

Results. The junior college population was more homogeneous than either reference group on every scale. Significant relationships were found between high Complexity scores and dropout. Dropouts showed a tendency to be enrolled for fewer than 12 credits, whereas persisters tend to be enrolled for 12 or more credits. The dropouts also tend to be employed more time outside of school and to have attended more schools prior to the tenth grade than did the persisters. The mothers of dropouts tend to have less education than those of the persisters; specifically, more mothers of dropouts did not complete high school. The persisters' mean A-F score was slightly higher than that of the dropouts, but it was not significant.

BEST COPY AVAILABLE

Cohen, Arthur M., and Braver, Florence B. Student Characteristics. Personality and Dropout Propensity. Washington, D.C.: American Association of Junior Colleges, 1970. ED 038 130

See Cohen, Arthur M. (1969)

BEST COPY AVAILABLE

Cohen, Arthur M. et al. Selected Personality Correlates of Junior College Dropouts and Persisters. Los Angeles: California University, 1969.
ED 027 883

See Cohen, Arthur M. (1969)

Gaj, Patricia. An Analysis of a Follow-up Questionnaire Administered to 743 Students Who Had Been Enrolled in Freshman English at Nine Junior Colleges. New York, N.Y.: Modern Language Association of America, 1969.
ED 033 154

Purpose. The purpose of the study was to determine student opinion of junior college English programs.

Population. Nine schools with a total of 685 enrolled students and 58 dropouts participated in the study. All of the subjects were sophomores.

Procedure. Questionnaires were sent to the schools which administered them. Comparisons were drawn between dropout and sophomore responses and between humanities-social science-service and science-math-technology sophomores.

Results. Data show that the dropout is very similar to his scholastic counterpart in grades, parental education, and reading habits. His desire to leave is often triggered by external circumstances and he rarely looks back on his experiences in junior college English as having a negative effect on his life.

The comparison between humanities-social science-service and science-math-technology sophomores revealed that the science-math-technology group was more indifferent to English, read less, and saw less often a positive effect on their lives through English courses. Their attitude, however, was not negative. The humanities-social science-service sophomores received good grades in English more so than the other students.

BEST COPY AVAILABLE

Gelso, Charles J., and Rowell, David. Academic adjustment and the persistence of students with marginal academic potential. Journal of Counseling Psychology, 1967, 14(5), 478-481.

Purpose. The purpose of the study was to determine if significant nonintellective differences exist between students with marginal academic potential who persist through the freshman year as compared to students with marginal potential who do not persist.

Population. The subjects were 51 coed students who were admitted to a public two-year college in the South on a trial basis. Fourteen females and 37 males participated.

Procedure. The CIAA was administered to the students during the second week of the 1965 fall quarter. The CIAA scores of the 14 persisters were compared to those of the 37 nonpersisters. The significance of the differences between the scores of the two groups was measured by t ratio and point-biserial r 's.

Results. As compared to the persisters, the nonpersisters scored significantly lower in curricular adjustment, maturity of goals and level of aspirations, personal efficiency, personal relations and overall adjustment. The nonpersisters experienced less satisfaction with college routine in general and with coursework in particular. Nonpersisters were less sure about the future, the role which college would play in it and were further away from "finding themselves." They described themselves as less able to distinguish between the important and the unimportant and as having less of a sense of responsibility toward the serious obligations in life. In addition, the nonpersisters tend to schedule and carry out their daily activities with less effectiveness and displayed less ability to get along with their instructors and colleagues than did the persisters.

BEST COPY AVAILABLE

Gold, Ben E. Persistence of L.A.C.C. Students Entering in Fall, 1967.
California: Los Angeles City College, 1970. ED 042 446

Purpose. The purpose of the study was to obtain data concerning the drop-out and persistence rates of students who enter Los Angeles City College.

Population. The subjects were 397 randomly selected day students who entered L.A.C.C. in the fall of 1967.

Procedure. Data were obtained from the Office of Admissions. The total SAT raw score was used to categorize the students.

Results. About 90% of the sample population persisted through the first semester, though only 16% returned to complete a fifth semester. Female persistence was higher than male persistence. The division of students into quintiles based on SAT scores revealed that those students in the lowest quintiles showed a considerably lower persistence rate through the second, third and fourth semesters. The SAT performance predicted GPA well for the highest and lowest quintiles. Black and Spanish surname students persisted generally at a rate slightly, but not significantly, below the all-student rate. Oriental students persisted at a significantly higher rate. A comparison of this study with the NORCAL project showed similar results.

Greive, Donald E. A Study of Student Attrition: Part I. Cleveland, Ohio: Cuyahoga Community College, 1970. ED 038 976

Purpose. The purpose of the study was to determine the first year attrition rate, the reasons for not returning and the relationship between the students' academic performance and his reason for not returning.

Population. Questionnaires were mailed to 388 former coed freshmen students of Cuyahoga Community College. Responses were received from 146 of these students.

Procedure. In the spring of 1969, questionnaires were sent to former students in order to determine their reasons for leaving. The questionnaire requested the student to identify himself and his campus and to indicate from a list of 16 reasons why he did not return.

Results. The general characteristics of the nonreturning respondents were found to be the following: 78% were male, 22% were female, 21% were transfers to Cuyahoga Community College, 60% had a GPA below 2.0, and 40% had a GPA above 2.0.

The data showed four major findings. 1- One-fifth or 20% of the original group of 1950 students who entered the college in 1968 did not reenroll by the spring 1968-69 quarter. 2- Fifty-six percent of those who responded did not reenroll for the following reasons: entered military service (23%), accepted full-time employment (14%) or transferred to another college (19%). The other 13 reasons received a rather even distribution of the remaining 44% of the total responses. 3- Of the students who interrupted or discontinued their education for military or full-time employment reasons, 83% earned below a 2.0 GPA. 4- Of the students who left the college to continue at another institution, 91% had earned GPA's above 2.0.

Hughes, Harold G. et al. A Follow-up Study of Discontinuing Students at Grossmont College. El Cajon, California: Grossmont College.
ED 019 085

Purpose. The purpose of the study was to determine the characteristics of students who complete one year of college, do not complete 60 units and discontinue their education.

Population. Subjects for the study were those students who had completed a minimum of 30 units and a maximum of 59 units at Grossmont College and who discontinued attendance during, or at the end of, the 1964-65 academic year. A total of 126 students participated in the study.

Procedure. Total high school GPA, total college GPA, SCAT scores and Student Characteristics Questionnaire responses were obtained for each subject. Questionnaires were mailed to 100 subjects; 61 were completed and returned.

Results. The characteristics of discontinuing students did not differ significantly from the characteristics of the total student population. The typical discontinuing student was found to be a day student, married, had not had prior military service, worked from 26 to 40 hours per week and was a transfer student working toward an A.B. or higher degree. His parents had completed a minimum of 12 years of formal education and the primary working parent was employed at the professional or managerial level. Discontinuing students had more consistent high school and college GPA's and eventually 80% of them return to college.

Kester, Donald L. Descriptive Data Base for the Three Year NorCal Attrition Study. Phase I - III. 1972. ED 063 922

All tables and computer printouts for the three phases of the Nor-Cal study are presented.

Kester, Donald L. Further Validation of the NorCal Questionnaire: Secondary Validation. 1972. ED 062 965

This was the second validation of the NORCAL questionnaire. It was concerned with comparing attrition rates, units completed, and GPA's for groups of entering freshmen. Five colleges participated in the study. Data were obtained from college records and from data collected in Phase II. The NORCAL questionnaire proved valid when performance level of students who were designated as potential dropouts by the questionnaire, were compared with the levels of other students. The potential dropouts had significantly higher dropout rates, had completed fewer credits and had lower grades.

Kester, Donald L. The Lesson From the Three-Year NORCAL Attrition Study:
Many of the Potential Dropouts Can Be Helped. Phase III, Final Report.
1971. ED 057 779

Purpose. The purpose of the study was to test treatments aimed at reducing attrition among first-time freshmen entering community colleges.

Population. Twelve community colleges in California participated in the study.

Procedure. Each college conducted a study employing one or more of the following experimental designs: special individual counseling; career counseling; learning skills course; controlled course selection; identification to counselor; special English class; group counseling; and recruitment, precollege workshop and counseling. Some colleges completed posthoc studies or quasi-experimental designs and further validation of the NORCAL instrument.

Results. All of the participating colleges reported fewer student withdrawals and more students reenrolling for a second college term among those students who were subjected to treatment conditions. The effects of the treatment tend to persist after the treatment had ceased. Of the twelve colleges, six reported higher grades among students in treatment, and two reported significant differences at the 5% level of confidence. All of the colleges reporting a successful treatment program included counseling in their procedures. Most of the colleges had within their present course structure and student services the potential for significantly reducing freshmen attrition. (Individual college reports are included in the report.)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Kester, Donald L. NOR CAL - An Impressive Achievement: A Review. 1970.
ED 044 111

A review of the three year NORCAL Attrition Project is presented in this report. NORCAL is composed of 28 California community colleges and aims at identifying problems in the colleges and providing alternative solutions.

The NORCAL project studied potential dropouts and aimed to develop a predictive instrument to identify them. Phase I of the study focused on student background characteristics as factors that predetermine attrition. Phase II validated the NORCAL questionnaire and Phase III involved representatives attempting to utilize existing curricula and counseling programs to counteract the deficiencies of potential dropouts.

The potential dropout profile was determined to be as follows: The potential dropout is likely to be a low ability, Black male. He is likely to have lower educational goals than persisters, receive little parental encouragement for his college plans and have a low sense of the importance of college.

Kievit, Mary Bach. Expectations for Learning Environments and Personality Factors of Students Compared to Dropouts from Two-Year Institutions. 1970. Paper presented at the 1971 Annual Meeting of the American Educational Research Association. ED 047 667

Purpose. The purpose of the study was to examine college environments and behavioral manifestations of personality needs.

Population. Students from a community college and a technical institute participated in the study. The students were enrolled in business administration, electrical technology, nursing or secretarial science curriculums. A total of 1012 were asked to participate; 791 did participate. There were 304 freshmen (174 males, 130 females) from the community college and 487 freshmen (274 males, 213 females) from the technical institute.

Procedure. All the students were asked to complete a questionnaire including questions on demographic characteristics, Stern's Activities Index, Stern's College Characteristics Index and one other inventory. Data were collected on each campus during orientation week. Lists of names of students who withdrew were compiled from 1967 to 1969.

Results. Variations between the community college and technical institute were insufficient to attract students with significantly different expectations for press or significantly different personality needs. Freshmen who withdrew did not differ significantly on most demographic variables from freshmen who continued. A disproportionate number of men were among the dropouts from both schools, but attained statistical significance only for the technical institute. Scholastic aptitude was not significantly related to dropping out or continuing at either institution. All freshmen who withdrew did have lower mean scores on factors related to intellectual orientation than did those who continued. The findings on variations between personality needs of students who continued and those who withdrew, suggest a differential selective retention power based less on scholastic ability or demographic variables than on variations within a narrow range of intellectual interests and motivation.

McGeever, J., and Burton, R. L. A Survey of Drop-Outs and Discontinuing Students and Their Attitudes Toward Selected Aspects of the Junior College Program. San Marcos, California: Palomar College, 1965.
ED 013 642

Purpose. The purpose of the study was to determine why many students terminated their education at Palomar College before they had completed the requirements for a degree.

Population. The subjects were 1022 coed students who terminated their education at Palomar College between the 1963 fall semester and the 1964 spring semester. Three hundred and ten students returned the needed data.

Procedure. The students were grouped into 4 categories: those who terminated during the 1963 fall semester, those who terminated at the end of the 1963 fall semester, those who terminated during the 1964 spring semester, and those who terminated at the end of the 1964 spring semester. A questionnaire, designed to elicit data and opinion concerning the student-college relationship, was mailed to each student.

Results. The majority of the respondents (72%) stated they terminated their education for the following reasons: transferred to other institutions, financial problems, low grades, no interest, military service, and illness. The area of greatest student satisfaction was instructor relations; the area of least satisfaction was academic advisement.

MacMillan, Thomas F. NORCAL: The key is cooperation. Junior College Journal, 1970, 40(8), 28-31.

The NORCAL project consisted of three general phases: 1) description--the identification of characteristics associated with attrition during the initial period of enrollment; 2) prediction--the development and validation of a predictive model of attrition based on the findings of phase 1; and 3) experimentation--the development and testing of experimental programs to have an impact on attrition. Twenty-two colleges were involved.

A research questionnaire was developed and administered to all entering freshmen at the time of their registration. At the conclusion of the first semester withdrawals were identified and comparisons made of the responses of withdrawing students with a random sample of persisters.

The predictive model included five key variables: sex/ability; importance of college to self; race; major; and parental support. Using weighted responses an acceptable level of prediction was achieved. The measured ability of withdrawing students was compared with persisters using the ACT Composite Score.

The NORCAL study found that the institution having the highest attrition also had the greatest racial mix, the smallest proportion of students declaring a "transfer" goal, the lowest mean scores for parental encouragement and college importance, and the lowest proportion of sophomores enrolled. Students most vulnerable to attrition were those of the metropolitan minority students of marginal academic aptitude and minimal motivation or encouragement for college.

MacMillan, Thomas F. NORCAL Project: Phase I. Final Report. 1969.
ED 031 240

Purpose. The purpose of the study was to identify the characteristics of the withdrawal and the continuing student.

Population. The participants were 1436 students who withdrew from college and 1436 students who persisted. The students were entering 23 community colleges in Northern California.

Procedure. A biographical questionnaire was administered to the students. Analysis of the questionnaire items was made to identify those responses which were nonrandomly distributed among the subjects. Multiple regression analysis was made of the most potent predictors to derive weights for the categorical responses that seemed to be associated with persistence status. Discriminant scores were developed and the distributions analyzed.

Results. The potential dropout was more likely to be Black; to be married, divorced, or separated; to be employed part-time in a job unrelated to his college major; to come from a less affluent family; to express greater concern over financial and employment matters; to be both physically and/or psychologically distant from his parents' home; to have less perceived parental encouragement for college plans; to show a lower sense of college importance; and to have lower educational aspirations than the persister.

Neither age nor sex differentiated persisters from dropouts and low socio-economic status was found to be unrelated to attrition. High parental encouragement for college and the importance of college were found to be associated with persistence. When grouped by sex, ability was a factor in attrition prediction. Low ability males are three times likelier to withdraw than the females. Institutional characteristics which tend to create greater patterns of attrition include: the proportion of students declaring transfer intent, the counselor/student ratio, the proportion of persons in the county served by the college claiming four years or more college education, the racial mix of the county, the mean scores on parental encouragement and college importance, and the assessed valuation per unit of ADA.

BEST COPY AVAILABLE

MacMillan, Thomas F. Norcal Project: Phase II, Final Report. 1970.
ED 039 879

Purpose. Part 1 of the report summarizes the findings of the initial Norcal report on attrition characteristics (see ED 031 240), discusses the validation of a predictive model for identifying potential dropouts and presents an outline of potential programs used to meet the special needs of low achieving or disadvantaged students in California community colleges. Part 2 of the report is a follow-up of students who discontinued enrollment (CCHE). Part 3 of the report presents a study whose purpose was to provide the basis for analyzing patterns of enrollment, migration, and employment among community college students who discontinued after one semester and a basis for making inferences about withdrawing students' characteristics. This study will be summarized.

Population. The student participants were 750 students who completed the Norcal questionnaire in the fall 1969 and entered college as first-time, full-time, day students during the fall enrollment period, but did not reenroll in the next semester or quarter. These students were from 15 colleges.

Procedure. Questionnaires were sent to the students. Responses were analyzed and compared with those from the Norcal sample which involved students who withdrew within their initial enrollment period. Discriminant analysis were developed by combining responses and weights from the phase 1 questionnaire with the responses and weights derived from the computer analysis program. Variables used in the three discriminant scores included ability-sex, race, need for aid, mother's employment status, college goal, obstacle to college, significant source of advice, parental encouragement and importance of college to self.

Results. When the two sample responses were compared there was enough evidence to justify the conclusion that those who anticipated financial and/or motivation problems subsequently reported having them. Follow-up sample students did not have measurably different responses from the total Norcal sample on obstacle to college and they did not anticipate a need for financial aid in greater proportion. Major was not shown to be related to subsequent employment. Noncontinuing students were less certain and more general about their major than others. Goal for college was significantly different for the two samples. Slightly more reported a two-year goal and fewer reported a transfer goal.

The most salient variables were sex-ability, race, goals, parental encouragement, and importance of college to self. Sex-ability, goals and importance of college to self were more heavily weighted in the predictive equation.

Maier, Robert O. Some Variations in Probabilities of Success, Failure, and Dropout. 1971. ED 050 720

Purpose. The purpose of the study was to analyze presently available data in terms of success, failure, and dropping of courses.

Procedure. In order to investigate this, three procedures were followed; review of literature, collection of data, and analysis of data. The ERIC files were used for the first procedure. The data which was analyzed was obtained from grade records in all mathematical courses taught at El Camino College from the fall semester 1963 through the spring semester 1968, excluding all summer sessions. This data was analyzed by three major categories; high school level courses, calculus courses and other courses. Probabilities of success, failure and dropping a course were determined for each course. Chi-square analyses were conducted to determine whether or not there was any variation by semesters or by teachers.

Results. The results of this study show conclusive evidence that the success rate improved as the level rose and the dropout rate decreased for higher level courses. The analysis of the elementary probability and statistics course data revealed that there is no significant difference in the probabilities of success, failure and dropping out when comparing night and day courses. The two chi-square analyses of the data by semesters revealed no dependence on semesters for the number of successes, failures and dropouts. A great variation did exist, however, among teachers. The 95% confidence limits established for the probabilities clearly identified teachers having significantly different probabilities from the total group. These results indicate that the dropout problem is the problem of the student, the counselor and the teacher. It is suggested that the problem of minimizing dropouts and maximizing success should be attacked through the development and use of self-instructional materials.

BEST COPY AVAILABLE

Mitchell, James A., and Moorehead, Ralph. A Study of Full-Time Students Who Discontinued Their Attendance at A. W. C. After Attending One or Both Semesters of the 1966-67 School Year. Yuma: Arizona Western College, 1968. ED 024 360

Purpose. The purpose of the study was to describe the nonreturning student who at sometime during the 1966-67 school year had been a full-time student, carrying 11 or more hours and who did not return for the 1967 fall semester.

Population. The subjects were eligible coed students who had not returned for the fall semester at Arizona Western College (N=400). Of these students, 214 participated and 112 of the students' parents participated.

Procedure. Questionnaires were mailed to the students. Responses were received from parents when the student did not respond. Student's t-test of mean difference was run to determine significant differences between the parent and student responses; none were found. The chi-square test was also employed. Responses were correlated with nine items of students' background information.

Results. These students can be described as fitting into three basic academic categories: 1- those who attended four or more semesters but did not graduate (N=78), 2- those who attended less than four semesters but elected to transfer or discontinue their education, and who had performed successfully academically up to that point (N=201) and 3- those who attended less than four semesters who would return on first or second probation if they reenrolled.

The data indicated that many were in the lowest quartiles on their ACC test score; many intended to transfer and many lacked personal assurance of college success. Nearly 50% of these students were employed and most felt that the college could have done little to help them continue. This group of students felt a lack of good transportation, diversity in student activities, certain program offerings, well supervised dormitories, academic advisement, a study skills program and educational-vocational counseling.

Morgenstein, Melvin, and Strongin, Harriet. A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College. Final Report. Garden City, N.Y.: Nassau Community College, 1970. ED 044 100

Purpose. The purpose of the study was to identify the nature of, and the reasons for dropouts from the Business Career Programs at Nassau Community College.

Population. The students in the study were those who entered a Nassau Community College Business Career Program as full-time freshmen during the fall 1967 semester. Two hundred and sixty-five students participated in the study (105 dropouts, 160 remaining students).

Procedure. Questionnaires were mailed to the students and other data were obtained from college records. Other two-year colleges were interviewed in order to compare Nassau's Business Career Programs attrition experience with that of other colleges.

Results. The mean high school average of freshmen involved in the study was close to the average for all freshmen. Their scholastic aptitude test score averages were below the college averages. However, none of the existing admission criteria was found to be valuable for predicting retention in the career programs. Those students who had successfully completed business courses in high school were found to have better GPA's and remained in the program longer than their counterparts. The dropouts participated in extracurricular activities to a greater extent and they spent a higher proportion of time in gainful part-time employment than did the remaining students who had more free time to devote to studies. Most of the dropouts were qualified for office and distributive occupational positions prior to graduation from the college and most of them did find employment in the business area without receiving aid from the college. Not enough data was available for a comparison of the attrition rates between Nassau's Business Career Program and that of other colleges.

Academically Disadvantaged Minority Group Students in Public Two-Year Colleges. Harrisburg: Pennsylvania State Department of Education, 1971. ED 057 775

Purpose. The purpose of the report was to examine the problem of defining who is disadvantaged, review relative literature and examine explanations given by institutions as to the major factors for the attrition of minority group academically disadvantaged students in two-year colleges.

Population. Forty-nine institutions having at least nine minority group students and who had developed either a special program, special courses, or special services for the academically disadvantaged participated in the study.

Procedure. Each of the institutions was sent a survey questionnaire which asked for the institutional representative to estimate the three major reasons for the attrition of these student groups. Relative research literature was examined and reviewed.

Results. The definition of "disadvantaged student" is not a single statement; disadvantage is both an effect of the process of acculturation and a limiting cause in future effects of that same process. The term "socially disadvantaged" applies to the process in its earliest causes, "culturally disadvantaged" is partly cause and partly effect of social disadvantages and "educationally disadvantaged" is a pragmatic descriptive and predictive term necessary for the placement of individuals in our schools.

An examination of disadvantaged students in two-year colleges concluded that they usually come from minority groups, are underrepresented in higher education institutions, have little economic support and are characterized by marginal traditional academic qualifications. This suggests that administrators need to become more sensitive in identifying and selecting students for whom there might be some chance of success.

The three major reasons for attrition of academically disadvantaged minority group students in public two-year colleges are: inadequate finances, inadequate emotional stability or student immaturity and inadequate motivation. A large percentage of respondents also perceived that inadequate institutional finances, inadequate academic abilities and lack of supportive peer relationships are also important reasons for the group's attrition.

Rice, Gary A. An Examination of the Earned Grade Distributions Between "Successful" and "Dropout" Students at Yakima Valley College.
Washington, D.C.: Yakima Valley College, 1969. ED 036 293

Purpose. The purpose of the study was to determine whether a statistically significant difference existed between the successful and dropout students for mean GPA in each of the 57 college departments and to ascertain composite course evaluation patterns on an intra-and inter-divisional basis.

Population. The sample consisted of 2061 students; 700 successful and 1361 dropout students. All of these coed students were from Yakima Valley College and had been part of a previous study (ED 030 416).

Procedure. The students were categorized as "successful" or "dropout." Their consolidated information cards were fed into a computer to make subgroups and to compute divisional mean, standard deviation values and standard error of each subgroup and departmental mean. Tests for statistical significance within and between departments were also performed.

Results. A significant difference was found to exist between successful students and dropouts in every department except for Practical Nursing and German. The reason for higher means in Practical Nursing and German are not known. It was established that a real difference existed between the dichotomous criteria but what the difference was could not be identified.

Grades in those departments which required active performance and motor skills (Applied Science, Creative Arts, Foreign Languages) had consistently higher mean GPA's than those departments which have a predominantly "theoretical" and factual knowledge curriculum and thus emphasize passive performance.

BEST COPY AVAILABLE

Rice, Gary A., and Scofield, William. A Contrast Between the "Successful" and "Dropout" Student at Yakima Valley College. Olympia: Washington State Board for Community College Education, 1969. ED 030 416

Purpose. The purpose of the study was to determine whether any characteristics of the dropout differ significantly from those who successfully complete their program of study and to describe the "typical" Yakima Valley College full-time student.

Population. The population consisted of 2061 full-time coed students who had enrolled at the College from summer quarter 1956 through spring quarter 1968. There were 1360 dropouts and 701 successful students.

Procedure. Students were considered "successful" if they met one or more of the following criteria and "dropouts" if they did not meet any:
1- transferred to another institution of higher education; 2- completed 65 or more quarter hours at Y.V.C. with a GPA of 1.75 or better within two years; and 3- completed 60 vocational credit hours with a 1.75 GPA.

Twenty-one predictor variables were used to provide a composite profile of a typical Y.V.C. student. Data were collected from applications for admission, high school transcripts and personal data cards which were obtained from the registrar's files. Consolidated cards were prepared for each student in the sample and the data were submitted to a computer. The computer printout indicated the relationship between the predictor variables and the percentage values for each category of each predictor variable. Tri-matrix percentage tables were prepared and chi-square values were computed.

Results. Nine predictor variables were selected to determine if dropout characteristics differ from successful student characteristics. Five of the variables; sex, high school GPA, declared major, father's occupation and proximity to the school were found to be significant. Both father's and mother's education were of borderline significance and could have a bearing on whether the student might drop out. Age at matriculation and birth order were found to have a nonsignificant relationship in predicting the likelihood of success.

The composite profile of the typical full-time student at Y.V.C. consisted of the following characteristics. The majority of the students were single, residents, nonveterans and between the ages of 18 and 21 at the time of matriculation. There was a 2:1 male--female ratio. Many of these students have difficulty making the transition to college and drop out. The college attracts the average ability students from small and medium sized high schools and the lower ability students from the large high schools. The majority of parents of these students have attained a high school level of education or less. The students have a narrow financial base with little cash reserve to support their education and are supported either by their parents or by part-time jobs. Majority of declared majors include business administration, applied sciences, biological sciences and

BEST COPY AVAILABLE

Rice, Gary A., and Scofield, William. (1969)

social sciences. The majority of students do not succeed in fulfilling their college education.

Roueche, John E. Research Studies of the Junior College Dropout.
Junior College Research Review, 1967. ED 013 659

This article is a review of 16 research reports relating to junior college dropouts. From the research reviewed two major statements can be made: 1- Academic ability scores appear to be of no value in predicting junior college dropouts; and 2- There are certain nonintellective differences between students who persist and those who drop out. These differences should be used to identify potential dropouts and be given special consideration by student personnel workers. The author recommends further research into such factors, the reasons why students drop out and their accomplishments before dropping out.

Students Who Were Enrolled Fall 1967 and Did Not Return For Spring 1968.
California: San Jose City College, 1968. ED 022 463

Purpose. The study determined the reasons why students did not return for the spring semester.

Population. The subjects for the study were 514 day students who withdrew from the San Jose City College of California. Four hundred and twenty-eight of these students responded to the survey.

Procedure. A letter and a questionnaire were sent to the subjects in 1968.

Results. Several reasons were given for withdrawal. Some of the more significant results include the following: 1- student entered another college (N=156); 2- student had completed his objective and completed the A.A. Degree (N=85); 3- student decided to go to work (N=68); 4- student moved away from the area (N=43); and 5- student had financial problems (N=40). The results also showed that 285 students did not think that anything could have been done to encourage them to continue. An overwhelming majority still had a favorable attitude toward the College. Most felt that the greatest strength of the College was the instructional staff and registration procedures. The major weaknesses were indicated to be apathy of the student body, lack of parking, and poor facilities. Many of the students planned to return to the College at a future date.

Sensor, Phyllis. Follow-up of the 1965 Freshmen Who Did Not Return For Fall Semester, 1966. California: Riverside City College, 1967.
ED 014 987

Purpose. The purpose of the study was to examine the academic patterns, the reactions to the college and the reasons for leaving college of students who did not return for a second year at Riverside City College.

Population. The participants were 967 former students from Riverside City College. They had entered the college in 1965.

Procedure. A one page questionnaire was sent to the students; 222 responded. Results were coded and sent to data processing for analysis.

Results. The data showed that 28.7% of the participants failed to complete the fall semester and that their GPA's were significantly below 2.0. The students who completed the fall semester and withdrew during the spring semester 1966, had the poorest academic pattern. They apparently started out with more units than the average and completed less with fewer grade points. Students enrolled in specific vocational programs or courses did better academically than those taking general education.

One-fourth of the respondents indicated that their experience at the college would have helped them more if they were better students, had clearer goals or continued to attend. About 10% indicated that they wanted more from instruction, and others indicated a need for more adequate counseling. About 18.9% were attending school elsewhere, 31.5% were in the armed forces and others were presently working.

Snyder, Fred A., and Blocker, Clyde E. A Profile of Non-Persisting Students: A Description of Educational Goals and Achievements, Spring 1969. Research Report No. 3. Pennsylvania: Harrisburg Area Community College, 1970. ED 037 218

Purpose. The purpose of the study was to provide a description of matriculants who had discontinued their attendance without having earned an associate degree or certificate.

Population. The participants of the study were 860 former coed students from the Harrisburg Area Community College. There were 573 males and 287 females involved in the study.

Procedure. Questionnaires were mailed during the spring of 1969 to each of the 1666 students who matriculated but who had not earned a degree and who were not enrolled for classes. Usable questionnaires were received from 860 former students. The data were examined according to certain demographic, academic, and achievement characteristics of the respondents.

Results. Respondents reported a wide range in the number of credit hours completed, from less than six credit hours to over 60 credits. Males reported an average of 33 credit hours completed and females reported an average of 26 credit hours completed. About two-thirds of the respondents indicated that their initial educational goal was to earn an associate or higher degree. Just one-third of the respondents indicated that they had achieved their initial educational goals.

The data concerning the reasons for withdrawal revealed that approximately 30% of the students indicated positive reasons; about 25% indicated negative reasons; and about 50% indicated neutral reasons. The four most frequently specified reasons were to attend another college (18%), to enter the armed services (15.4%), to become employed (12.2%) and completed objectives (10.2%). Nearly 50% of the respondents indicated that they planned to return to the college in the future for further study. Following their attendance at the college, 50% of the respondents were employed full-time, 20% were in the military services, 20% were full-time students and 7% were housewives.

BEST COPY AVAILABLE

Stocking, Joyce. Non-Persisting and Persisting Transfer Program Students.
Paper presented at the EPDA Institute for Advanced Study in
Student Personnel Work in Junior Colleges and Technical Institutes,
University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970.
ED 044 114

Purpose. The purpose of the study was to determine if differences existed between transfer program, community college persisters and nonpersisters.

Population. The subjects were 20 transfer program persisters and 23 nonpersisters who were enrolled in Crowder College in the fall of 1967.

Procedure. Data were obtained from the SCAT and the SIV. The groups were compared on current status, mother's educational level, amount of parental support of college attendance, academic aptitude, and values.

Results. The comparison of SCAT scores revealed similar percentages scoring between 71-80 and a greater number of persisters scoring between 51-70. The SIV results showed that the groups are more alike than different. Both groups scored low in the leadership category. This was true for both sexes.

Fifty percent of the nonpersisters and 75% of the persisters were enrolled in a four-year college or university. Seventy-five percent of the persisters' mothers and 82% of the nonpersisters' mothers completed high school. Most subjects in each group desired to attend college and were supported by both parents. A small percentage of nonpersisters (17%) did not want to attend, but were encouraged to do so by at least one parent.

BEST COPY AVAILABLE

Vail, Evan. Retention of Students Over a Three Year Period (Fall Semesters, 1962, 63, and 64) Under Three Different Drop Policies. California: Riverside City College, 1966. ED 014 286

In three consecutive years, 1962-65, Riverside City College had three different drop policies. The first two policies had a drop period of six weeks with no penalty. After this period, under the first policy, grades were determined by the student's progress up to date of withdrawal; under the second policy, a grade of F was given. The third policy allowed some courses a three week drop period and others an eight week period; after each period a grade of F was given. Retention was found to be better under the first policy.

BEST COPY AVAILABLE

Weigel, Mark. A Comparison of Persisters and Non-Persisters in a Junior College. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, 1969. ED 044 115

Purpose. The purpose of the study was to compare the characteristics of students who persist and those who do not persist in a junior college and to identify the reasons for noncontinuance.

Population. The population consisted of two groups of 100 male students; each group entered Anoka-Ramsey State Junior College, Minnesota, in the fall of 1968. One group consisted of those who persisted and the other of non-persisters. These students were randomly matched using ACT Composite Scores.

Procedure. Each student filled out a questionnaire designed to elicit general background data; present school attendance, reasons for entering the College, an appraisal of the College's services and environment, and the reasons for discontinuance. A t-ratio was used to compare ACT Composite Scores and mean GPA's of the two groups. Chi-square was applied to some of the questionnaire data and tabulation through frequency count was performed on other questionnaire data.

Results. On general information items, no significant response differences were found. The group of persisters differed significantly from nonpersisters in selection of reasons for attending the junior college. Their reasons were more often because of job preparation and encouragement from people outside of the College. Appraisals of the College's services and environment showed persisters significantly more negative about a required orientation course and significantly more positive about the assistance they received from instructors; campus recreational facilities and emphasis on cultural and intellectual pursuits outside the class. The majority of responses for discontinuance were because another college offered what interested them and because they felt they were not getting anywhere. These findings suggest that the academic and social comprehensiveness of a college will determine whether or not a student will persist and if he does not persist, whether or not he will return to it.

Wenrich, J. William et al. Keeping Dropouts In: Retention of Students Identified as High Probability Dropouts. California: San Mateo College, 1971. ED 047 684

Purpose. The purpose of the study was to determine whether involvement in an individualized instructional program would reduce attrition of first-time freshmen who are identified as high probability dropouts.

Population. The participants were 98 first-time community college students who were identified as having a higher than average probability of attrition. Of these Black, Spanish surname, oriental, other nonwhite and white students, 78 were males and 20 were females. These students lacked academic skills and specific goals, were threatened by failure, did not know how to work within the "system" and were poorly motivated. They were from the College of San Mateo.

Procedure. The NORCAL questionnaire was administered to all incoming students to determine their probability of attrition. Of the student sample, half were actively involved in individualized study programs which offered academic services with a supportive psychological atmosphere and personal counseling; the other half received no special treatment. The dependent variables used for comparison of the groups included: completion of the first semester; registration for the second semester; completion of a full time credit load (12 units); attainment of a 2.0 GPA; and maintenance or improvement of the GPA achieved in high school.

Results. Measurable results indicated that the experimental group (those involved in the programs) as opposed to the control group, had: fewer withdrawals during the semester (3 withdrawals as compared to 7); more students who completed a full-time course load (25 as compared to 18); fewer students who failed to register for the second term (3 as compared to 14); more students who achieved a "C" average in college (29 as compared to 25); and more students who did as well or better in college as they did in high school (28 as compared to 19).

Students involved in the programs learned to accept setbacks without regarding themselves as failures, to accept success as easily as failure, to become less dependent and to have more confidence in themselves. From the two sample groups, a total of 20 students failed to return for the second semester. Females and white students were more likely to be among the drop-out group than other students.

EXPERIMENTER AND DATE

PURPOSE

TITLE OF GROUP

SIZE

CONTROL

PROCESS

INSTRUMENTS

TEST STATISTICS

OUTCOMES

Abel, 1966

Determine if students judged to be certain about goals would function differentially in high and low performance groups.

Male student sample.

N-89

none

Compare goal statements and GPA's for male students.

Goal statements, GPA's.

A low GPA and a statement expressing certainty were related to non-graduates.

Astin, 1972

Provide answers to a series of questions concerning dropouts.

Freshman sample.

N-51721

none

Compare SIP data, GPA and student status for freshman students.

SIP, transcripts, GPA's.

Persistence rates were higher than expected; junior college students were less likely to persist than senior college students and Black students' persistence rate was lower than nonblacks. High school grades and academic ability test scores were major persistence predictors.

Astin, 1969

Determine relationship between instructional prestige and academic success.

Freshman sample.

N-36581

none

Compare GPA's, dropout status, and admission test scores for Freshman.

GPA's, status, test scores.

Low GPA's were related to dropout status; a negative correlation existed between selectivity and dropping out.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES	TO
Astin, 1964	Examining effect of stu- dent and institu- tional charac- teristics on with- drawal.	High ability students.	N=6660	none	Comp are dropout tendency with 18 variables, test scores, and college character- istics for students.	Demographic and attitu- dinal ques- tionnaire, CPI, IB.		Background and personality characteristics, past educational performance, and aspirations differentiated between dropouts and nondropouts.	TO
Astin, 1970	Validate admission measures for stu- dents of different races.	Freshman sample.	N=36581	none	Analyze the effect of ad- mission policies on Black students.			Academic ability tests and high school grades are subject to error as predictors of success; dropout rates of Black students are lower than predictions.	
Bard, 1969	Present types of programs used to prevent withdrawals and reduce attrition rate.							Programs of several institutions are presented.	

BEST COPY AVAILABLE

Bucklin,
et al.,
1970Review
research
concerning
persisters
and
dropouts.Cope,
et al.,
1969Determine
if a
student's
negative
reaction
to any
environ-
mental
press
can result
in with-
drawal.Sophomore N=659 none
withdrawals.Analyze
withdrawal
reasons
and
distinguish
students
who were
incongruent
with en-
vironmental
presses
using
questionnaire
data.

Questionnaire.

Student personal-
ity, motivation,
and scholastic
aptitude scores
were related to
persistence; drop-
out characteristics
are presented.Social, academic,
and religious
presses confronted
students; students
had social, re-
ligious, family,
and academic
problems.Hannah,
1969Present
attrition
findings
for
thirteen
colleges.

Colleges. N=13 none

Determine
personality
character-
istics of
dropouts.

OPI.

Characteristics
for conservative
and liberal
college dropouts
included great
anxiety, less in-
tegrated personally,
and impulsiveness.Harvey,
1970Review
dropout
findings
and re-
lating
dropout
rate
approaches.Intellective and
nonintellective
dropout character-
istics are reported;
identification,
counseling, guided
courses, and reduced
credit load are

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Ivey, et al., 1966	Determine Personality Record contribution to attrition prediction.	Entering freshman class.	N-165	none	Compare the effect- iveness of the predictive variables for drop- outs and continuers.	CEEB-SAT, HSR, FR score.	² X, Statis- tical and discri- minant analysis.	Voluntary with- drawals did not differ on the variables from academic dis- missals; the Personality Record did not contribute sig- nificantly.
Jaffe, et al., 1970	Correlate variables with post- high school behavior.	High school seniors.	N-1333	none	Compare relation- ship of post-high school plans and personal and background data with college entrance, type of college, and con- tinuation or withdrawal.			Academic variables were better pre- dictors of post- high school be- havior than socio- economic ones; high school cur- riculum and aca- demic self-image had strongest relationships to college entrance.
Kawens, 1971	Determine if large colleges develop more control over stu- dents' commitments and have lower attri-	Freshman sample.	N-1665	none	Compare dropout status, ability, and questionnaire data for students.	Questionnaire, GPA's, CEEB scores.	Panel analysis.	Larger colleges have greater im- pact on students' commitments and have lower drop- out rates than smaller schools because of their superior status- allocating capacity.

BEST COPY AVAILABLE

EXPERIMENTER
AND DATE

PURPOSE

TYPE OF
GROUP

SIZE

CONTROL

PROCESS

INSTRUMENTS

TEST
STATISTICS

OUTCOMES

Lautz,
et al.,
1970

Investigate
usefulness
of pre-
dicting
variables
for re-
admitted
academic
failures.

Re-
admitted
fresh-
men and
sophomores.

N=86

none

Compare
test scores,
educational
history items,
biographical
items, and
attitudes
for success-
ful and
failing
students.

Questionnaire,
SSHA, CET,
MPI, ACT,
GPA's.

χ^2 ,
t-tests,
category
frequencies,
point-
biserial
correla-
tions,
correc-
tion for
continuity.

SSHA scores,
birth order, and
certain disat-
isfactions
differentiated
between success-
ful and failing
students.

Merigold,
1967

Develop
and
validate
two forms
of a male
dropout
identifi-
cation
scale.

Male
freshman
sample.

N=220

none

Compare
test
scores
and
mean
scores
of con-
fidence
scales
for
dropouts
and
stayins.

CIT, CPI.

Frequency
distribu-
tion, dis-
criminant
analysis,
product-
moment
correlations.

Develop
a scale
to be
used with
the CIT
to pre-
dict
male
dropouts.

Male
freshman
sample.

N=220

none

Compare
test
scores
and mean
score dif-
ference on
developed
scales for
dropouts
and stayins.

CIT, CPI.

Phi
coeffi-
cients,
discrimi-
nant
analysis.

Dropouts had higher
scores on developed
scales and lower
scores on the CIT
than the stayins;
dropout concerns
are included.

BEST COPY AVAILABLE

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Office of Education, 1967	Determine distinguish- ing dropout character- istics, re- turn rate and drop- out like- lihood.	First semester dropouts.			Compare dropout character- istics.	Questionnaire.		Personal and aca- demic character- istics of dropouts are reported; aca- demic and adjust- ment problems led to withdrawal.
Panos, et al., 1967	Investigate Personal and college environmental factors asso- ciated with college completion ability.	Entering freshman sample.	N=36405	none	Compare criterion performance score with insti- tutional character- istics for dropouts and non- dropouts.			Dropout charac- teristics and institutional characteristics relating to attrition are presented.

Pitcher,
1969

Present
a model
proposed
to help
suspended
or aca-
demically
dismissed
students.

BEST COPY AVAILABLE

Implement a three-
track system as a
summer program in-
volving an educa-
tional diagnosis
identifying specifi-
c cause for low
achievement.

EXPERIMENTER AND DATE	PURPOSE	TYPE OF GROUP	SIZE	CONTROL	PROCESS	INSTRUMENTS	TEST STATISTICS	OUTCOMES
Sewell, et al., 1968	Examine relation- ship of parents' educational achievements to aspira- tions and achieve- ments of their children.	Coed student sample.	N=9007	none	Compare existing relation- ships for male and female students.	Questionnaire.	Bivariate and multi- variate cross tab- ular analy- ses, χ^2 , beta weights, F-test, multiple regression analysis.	The effect of parents' educa- tion was stronger for one parent depending upon the child's sex.
Sewell, et al., 1968	Deter- mine the in- fluence of social class, parental encourage- ment, and educational aspirations on college plans.	Gradu- ating high school seniors.	N=10318	none	Compare student data and test scores with influ- encing variables.	Mailed question- naires, telephone inter- views, tests.	Zero- order, step- wise multiple and partial correla- tion co- efficients, path anal- ysis, multi- variate cross- tabular analysis.	Socioeconomic status, intelli- gence, and paren- tal encouragement have independent relationships to college plans for both sexes.
Sewell, et al., 1967	Examine influence of socio- economic status and in- telligence with col- lege plans, attendance,	Random sample.	N=10321	none	Compare question- naire data and variables with stu- dent's edu- cational attainment.	Back- ground and attitu- dinal question- naire, follow-up question-	2 X, path analysis, effect parameters, bivariate- and multi- ple cross- tabular analysis.	Socioeconomic status and in- telligence have direct effects on college plans, attendance, and graduation; in- direct effect on level of educa-

BEST COPY AVAILABLE

EXPERIMENTER
AND DATE

PURPOSE

TYPE OF
GROUP

SIZE

CONTROL

PROCESS

INSTRUMENTS

TEST
STATISTICS

OUTCOMES

Smith,
1972

Investigate the relationship between self-concept and freshman year success.

Visually handicapped freshmen.

N=45

none

Compare self-concept for persisting and non-persisting students.

ESCS.

t-test,
F ratio.

Self-criticism, total conflict, moral-ethical self, and personality disorder scales differentiated between persisting and nonpersisting students.

Summer-
skill,
1962

Summarize attrition findings from research literature.

Fourteen factors associated with attrition are discussed.

Turner,
1970

Literature survey pertaining to the attrition problem.

Family influences, high school performance, personality characteristics and college environment are attrition factors.

Williams,
1967

Author's philosophical viewpoint.

Consideration of the college environment can help resolve contradictions among various dropout characteristics.

BEST COPY AVAILABLE

Abel, Walter H. Attrition and the student who is certain. Personnel and Guidance Journal, 1966, 14, 1042-1045.

Purpose. The purpose of the study was to test the hypothesis that male students judged to be certain about vocational and/or academic goals would function differentially in high and low academic performance groups.

Population. The participants were 67 new male students and 22 transfer male students who entered a liberal arts college in September, 1959.

Procedure. A statement about vocational and/or academic plans was obtained from the admission record for each student. Four judges rated the statements and divided them into a dichotomy of certain and uncertain. The subjects' first-year GPA's were obtained as a measure of achievement and to determine status as to loss or graduated. Those having a 2.00 GPA or higher were classified as high; those with a GPA below 2.00 were classified as low. Data relevant to the attrition rate were derived from the distribution of subjects as freshmen compared to that of those who graduated.

Results. A student whose GPA was below 2.00 at the end of one year and whose statement about vocational and/or academic goals expressed certainty was found not to graduate. The loss from this student group was 75% as compared to an average loss of 37.1%. The hypothesis was found to have both statistical and practical significance.

BEST COPY AVAILABLE

Astin, Alexander W. College Dropouts: A National Profile. Washington, D.C.: American Council on Education Office of Research, 1972.
ED 059 691

Purpose. The major purpose of the study was to answer a series of related questions concerning college dropouts: What is the current dropout rate nationally among students attending colleges in the United States? How do dropout rates vary by type of institution? In what ways do dropouts and nondropouts differ? What factors in the college environment affect the student's chances of dropping out? How much difference does the student's ability make? How important are background factors such as sex, race, and parental background?

Population. Longitudinal data were collected from 51,721 first-time freshmen attending a representative sample of 217 institutions. There were 6,289 participants in two-year colleges, and 45,432 participants in four-year colleges and universities. These subjects were of both sexes and of white and nonwhite races.

Procedure. During the fall 1966 orientation and registration period each subject completed a 150-item Student Information Form. Four year follow-up data were obtained during the fall of 1970 and the winter of 1970-71. Representatives were asked to answer four questions on each student. These questions were concerned with whether or not the student received a degree, when the student last enrolled, if a transcript was sent to another institution and the student's GPA. Two different forms of measures were then developed.

Results. The data showed that persistence rates for college students in the United States are higher than what has been previously reported. The dropout rate for students entering four-year colleges and universities is below 50%. Of these students, women were slightly more likely than men to obtain the degree within four years.

Students in two-year colleges were somewhat less likely than were students in four-year colleges and universities to persist. About one-third of all students entering two-year colleges didn't return for a second year and of those who did, fewer than two in three obtained the associate's degree. Women were found to be more likely to complete the degree than were men, even though a slightly higher percentage of men returned for a second year. These higher dropout rates are primarily attributable to the lower level of motivation and poorer academic preparation of students entering these colleges. National persistence rates for Black students are somewhat lower than nonblacks. These differences were somewhat greater at the two-year colleges than at the four-year colleges.

The major persistence predictors were found to be the student's grades in high school and his scores on tests of academic ability. This was true for

Astin, Alexander, W. (1972)

BEST COPY AVAILABLE

both two-year and four-year college students. Other important predictors which have positive relationships with remaining in school for both groups of institutions include having high degree aspirations at the time of college entrance, not being employed during the school year and receiving major financial support through aid from parents, scholarships or personal savings. Two behavioral measures - smoking cigarettes and turning in a paper or theme late - showed strong negative relationships with persistence for students attending either type of institution.

Astin, Alexander W. Institutional prestige and academic success. College and University, 1969, 44(4), 345-356.

Purpose. The purpose of the study was to determine the relationship between Institutional prestige and academic success.

Population. The student sample consisted of 36,581 students who started college in 1966. They were from 180 institutions representing a stratified national sample which included all types and levels of prestige.

Procedure. Data were collected from the institutions providing information concerning the students' GPA's, dropout status after one year in college, and college admission test scores.

Results. Data revealed that the student's chances of dropping out increased as his freshman GPA decreased. The dropout rate was found to be higher among women than among men at every level of freshman GPA even though women tend to get higher grades. Freshman grades and dropping out were found to be related to the average ability of the entering freshman class (selectivity). Selectivity had a negative effect on the student's freshman GPA and a negative correlation existed between selectivity and dropping out. Dropout rates of atypical students (those students at highly selected institutions whose academic performance is low) were found to be only slightly higher than the overall dropout rates. This suggests that highly selective colleges could admit much larger numbers of students from disadvantaged and atypical backgrounds without substantially increasing their dropout rates.

Astin, Alexander W. Personal and environmental factors associated with college dropouts among high aptitude students. Journal of Educational Psychology, 1964, 55(4), 219-227.

Purpose. The purpose of the study was to examine how various student characteristics and institutional characteristics affect the tendency to drop out before completing the baccalaureate degree.

Population. The sample of 6660 students (4472 males, 2188 females) was drawn from the National Merit Scholarship competition. Included in this sample were 670 Merit Scholars, 3889 Certificate of Merit winners and 2101 recipients of the Letter of Commendation.

Procedure. Each student completed a mailed questionnaire in the fall of 1957 shortly after enrolling for his freshman year in college. The questionnaire contained educational aspirations, vocational plans and socioeconomic status data. Aptitude test scores and high school academic records were also obtained. Additional data including CPI and IB were obtained for a subsample of 1080 students. The students' criterion status, dropout or nondropout, was determined from a follow-up questionnaire administered in the spring of 1961. This criterion was the dependent variable for the study. Correlations were computed between the tendency to drop out of college and each of the 18 student input variables obtained from the first questionnaire. Relationships between the dropout tendency and the CPI and IB scales were computed as well as the effects of various college characteristics.

Results. Students who drop out come from low socioeconomic backgrounds, have lower ranks in high school, plan initially to get lower college degrees and apply for relatively fewer scholarships than students who do not drop out. Personality measures suggested that dropouts tend to be more aloof, more self-centered, more impulsive, and more assertive than nondropouts.

Females had a significantly higher dropout rate than males. Male dropouts were more inclined to check doubts about the appropriate course of study, poor academic performance and dissatisfaction with being a student as their reasons for leaving college, whereas females were more likely to check family responsibilities and money. No significant college effects on the male student's tendency to drop out of college were found. The female student's chances of dropping out were increased if she attended a college with a relatively high proportion of men in the student body.

Astin, Alexander W. Racial considerations in admissions. Chapter in The Campus and the Racial Crisis. Washington, D.C.: American Council on Education, 1970, 113-121.

Purpose. The purpose of the report was to explore some of the assumptions involved in college admissions policies and to present evidence concerning the relative usefulness of these measures for students of different races.

Population. The data were obtained from 36,581 students (19,524 males and 17,057 females) who enrolled at 180 different colleges and universities in the fall of 1966. These students participated in a nationwide study of academic achievement and survival in college.

Procedure. Data were obtained from the nationwide study which was previously done by the author (Astin, 1969).

Results. The analysis of the data revealed seven major conclusions. 1- The low representation of Blacks among entering college freshmen and the de facto racial segregation that exists in many colleges is attributable in part to the use of high school grades and of tests of academic ability in the admissions process. As predictors of the individual student's chances of college success, these criteria are subject to considerable error. 2- Black students on the average perform academically at the level that would be predicted from their high school grades and test scores. Dropout rates of Black students attending white colleges are slightly lower than is predicted from grades and test scores. 3- The goal of furthering racial integration in colleges basically conflicts with the use of purely meritocratic standards in admissions. 4- Predominantly white colleges that lower their admissions standards so as to admit more Black students are not likely to experience significant changes in their dropout rates, although the college grades of these specially admitted students will tend to be lower than the grades of other students. 5- If significantly more integration is to be achieved, individual colleges must make a greater attempt to encourage non-college-bound Black students to attend college. 6- The lowering of admissions standards does not necessarily result in the lowering of academic standards. 7- The principal purpose of the admissions process should be to select the students who are most likely to benefit from the institution's educational program.

Bard, B. College students: Why they drop out. Education Digest, 1969, 34(7), 18-21.

The author discusses the dropout problem of higher education. He quotes various persons who believe that the majority of those who leave college do so because of emotional difficulties. These difficulties may be immaturity, rebellion, nonconformity, worry and anxiety, social inadequacy, inability to adapt to changing conditions, lack of independence and responsibility or more severe mental disorders.

Only 76 of 2,252 American colleges and universities offer students counseling by professional psychologists or psychiatrists. Those colleges that do maintain counseling services, however, find a large amount of students seeking help.

There are programs being used to prevent dropouts or to cut the failure rate by returning students to the academic mainstream. Penn State changes test dates, delays deadlines for handing in papers and alters programs where necessary to ease tensions. A halfway house has been set up at Kansas State University for those students who are disturbed but who still function as students. At Allegheny College the students are encouraged to accept honorable withdrawals if, after intensive counseling, they are still failing. Carthage College has allowed students with failing grades to continue under "Operation Second Chance." A failing student is allowed to contest the University's decision to drop him at Rutgers University. The author feels that these colleges are facing up to the problems of student stress.

Bucklin, Robert W., and Bucklin, Mary Lou. The Psychological Characteristics of the College Persister and Leaver: A Review. 1975. ED 049 709

This paper reviews the research done on the college persister and dropout. The student's personality, motivation and scholastic aptitude scores were found to be related to his persistence in college or his leaving before graduation.

Research studies tend to show that the leaver doesn't stick to a given task, is less satisfied with college routine, is less sure of the role college will play in his future, is less able to distinguish between the important and the unimportant, and is less effective in scheduling and carrying out his daily activities than the persister. He is a careless test taker, lacks the ability to adapt to the college environment, and lacks self-discipline. Rigid, inflexible, opinionated, nonacademically oriented and distrustful of adult authority are all dropout characteristics. Unlike the persister, the dropout has ill-defined goals, is uncertain of his occupational and college major choices, and has a nonsupportive family with regard to educational endeavors. The dropout's intellectual capacity, secondary school grades, and reading ability test scores are significantly lower than those of the persister.

BEST COPY AVAILABLE

Cope, Robert G., and Hewitt, Raymond G. A Typology of College Student Dropouts. An Environmental Approach. Amherst: Massachusetts University, 1969. ED 030 392

Purpose. The purpose of the study was to investigate the proposition that college environmental presses are socially, academically, family and religiously oriented and that a student's negative reaction to any of these presses can result in his withdrawal from the institution.

Population. The population originally consisted of 1131 coed students who had withdrawn from the Arts and Sciences College of a large university during their first two years in college. After the deletion of withdrawals defined as involuntary, 659 remained in the final analysis sample. There were 304 male and 355 female dropouts.

Procedure. A follow-up questionnaire was sent to these students to determine their reason for withdrawal and to distinguish among students who were incongruent with social and academic presses of the college.

Results. The pattern of responses indicated the existence of groups of students having problems that distinguish themselves along academic, social, religious and family lines. The major presses within the environment that confront students are social, academic and religious. It was also shown that these may be separate problem areas for different individuals. The identification of student characteristics is needed for this data to be more meaningful.

BEST COPY AVAILABLE

Hannah, William. The Leavers' View. Plainfield, Vermont: Project on Student Development in Small Colleges, 1969. ED 029 628

This study reports the finding related to student attrition in 13 colleges. The OPI and similar tests were used to determine the personality characteristics of students who leave college prior to graduation.

The leavers were found to be more impulsive, more complex, more independent and less willing to create good impressions about themselves than the stayers. The dropouts from conservative colleges were less integrated personally, less altruistic, had greater anxiety and were more religiously liberal. Those who left the liberal, experimental colleges had greater anxiety, were more socially withdrawn, were highly artistic, less integrated personally and less practical.

Of those who withdrew, 20% first thought about withdrawal before registering and 77% made their final decision when the college was not in session. The college dropouts saw themselves through unclear perspective and expressed no disillusion with college in general. Academic climate, faculty, courses, and group dynamics were looked on favorably by the leavers. Most of the students, however, did not find the college counseling system particularly valuable or effective in helping resolve dropout problems. Plans for leaving were well crystallized through discussions with parents and peers. College counselors and faculty entered the process late. Minimal interaction of college people apparently works to increase college attrition.

Harvey, James. Preventing College Dropouts: A Review. Washington, D.C.:
ERIC Clearinghouse on Higher Education, 1970. ED 043 799

A review of some of the general findings on the dropout and approaches that have proven effective in reducing dropout rates are presented. The profile of the dropout reveals that he tends to be less well prepared than the student who persists in terms of both ability and achievement. Nonintellective factors demonstrate that the dropout student comes from a lower socioeconomic background, plans initially to get a less advanced degree, and applies for fewer scholarships. He tends to be more aloof, more self-centered, more impulsive and more assertive than the persister. Dropouts worry about the lower educational level of their home, the need to make money, and a need for freedom to express themselves.

A major problem for the academically able but poorly motivated student is that he sees school work as boring, purposeless, and actually beneath the level of his abilities. Identification of potential dropouts before registration and special counseling sessions, guided studies courses in combination with reduced study load, or assigned graduate resident assistants can help reduce the dropout rate. However, until society has come to accept the idea of deliberately interrupted study, the dropout will continue to be looked upon as something of a failure.

BEST COPY AVAILABLE

Ivey, Allen E., Peterson, Floyd E., and Trebbe, E. Stewart. The personality record as a predictor of college attrition: A discriminant analysis. College and University, 1966, 41(2), 199-205.

Purpose. The purpose of the study was to determine if the Personality Record contributes significantly to the effectiveness of prediction of collegiate attrition.

Population. The sample included all members of the freshman class who entered an eastern college in the fall of 1959 (N=165).

Procedure. Three variables were employed for the study: CEEB-SAT, high school rank (HSR) and a combined score developed from the Personality Record (PR). The 165 students were divided into two groups classified as dropout (withdrawn voluntarily or academically dismissed) and continuing (still in attendance). Statistical analysis, discriminant analysis and chi-square were employed. The comparative effectiveness of the variables was examined.

Results. The statistical analysis revealed that students who had voluntarily withdrawn did not differ significantly on the variables from those who had been academically dismissed. The comparison of the three variables revealed that the Personality Record did not contribute significantly to a multiple point-biserial correlation. High school rank proved to be the most effective predictor of attrition or continuation. The CEEB-SAT provided a significant addition to the HSR as a predictor, however.

BEST COPY AVAILABLE

Jaffe, A. J., and Adams, Walter. Academic and Socioeconomic Factors Related to Entrance and Retention at Two- and Four-Year Colleges in the Late 1960s. New York, N.Y.: Columbia University, 1970. ED 049 679

Purpose. The purpose of the study was to correlate eight variables with post high school behavior and to make policy recommendations based on the findings. The correlation of variables and behavior will be summarized.

Population. A national sample of high school seniors (N-1333) were the subjects of the study. This sample was used by the Census Bureau as part of its current Population Survey.

Procedure. Information was obtained on post high school plans and personal and background data. The variables used in the study included the student's high school curriculum, student's estimate of his own brightness, average high school grade, the college entrant's estimate of his brightness relative to his college classmates, the average college grade, family income, occupation of household head and the years of schooling completed by the father.

Results. Data showed that the variable concerning the high school curriculum a student followed had the strongest relationship to college entrance, type of college entered and continuation or drop out in two- and four-year colleges. The remaining academic and socioeconomic variables also had strong relationships to college entrance. These variables, with the exception of family income, were significantly related to choice between a two- and a four-year college and to continuation at four-year colleges. The student's estimate of his own brightness relative to his classmates seemed to have a stronger relationship than his high school marks to college entrance, although both variables had equal relationships to type of college entered and to continuation or drop out from four-year colleges. The student's academic self-image was considered the most related to college entrance of the socioeconomic variables. Overall, the academic variables appeared to be better predictors of post high school behavior than the socioeconomic ones. Both the student's marks and his academic self-image tend to deteriorate between high school and college. Such deterioration was associated with the four-year college dropout. The social socioeconomic variables, rather than the financial, seemed most important in influencing post high school behavior. Money appeared to be related to college entrance only. The basic conclusion was that more open enrollment of generally less promising students would face very high dropout rates for these college entrants, especially for those entering two-year colleges.

Kamens, D. H. The college "charter" and college size: Effects on occupational choice and college attrition. Sociology of Education, 1971, 44(3), 270-296.

Purpose. The purpose of the study was to examine the hypothesis that large colleges develop more control over students' commitments and have lower dropout rates because of their superior status-allocating capacity.

Population. The students originally in the study were 2405 coed freshmen in 1962-63. Responses were received from 1665 students. These students had previously been involved in Bowers' study in 1963.

Procedure. Questionnaires were mailed to all students. Data on student ability and dropout status were collected from the college registrars in the spring of 1966 for both respondents and nonrespondents. Student ability data included cumulative grade averages and college entrance scores on the CEEB. The data for the panel analysis were composed of those freshman respondents who returned follow-up questionnaires sent to them when they were seniors.

Results. The empirical analysis showed that larger colleges have greater impact on students' occupational commitments than smaller schools and show lower dropout rates because of their superior status-allocating capacity. For men, the relation between college size and dropout rate is negative but could be curvilinear. For women, the dropout rate is lower only in the largest colleges. Small colleges were more effective in recruiting students in academic careers; the large colleges to professional careers.

Lautz, Robert G., Maclean, Donald, Vaughan, Andrew T., and Oliver, Thomas C. Characteristics of successful students readmitted following academic suspension. College and University, 1970, 45(2), 192-202.

Purpose. The purpose of the study was to investigate the usefulness of 56 variables in predicting the academic performance of students readmitted to a university following academic suspension.

Population. The sample consisted of all academic failures readmitted to the General Studies Division (freshmen and sophomores) of a midwestern university for a fall quarter. There were 55 male and 31 female participants of which 77 were single and nine were married. The subjects had completed a mean of 3.7 terms at the University, had mean GPA's of 2.398 (5.0=A) and had been out of school for a mean of 6.3 months.

Procedure. Each student completed a questionnaire and a test battery which included the SSHA, the CET, and the MPI. Attitlional data were gathered from the Office of the Dean of Students, the Registrar's Office and the General Studies Division. Fifty-six variables were generated including 16 test scores, 8 educational history items, 20 biographical items, and students' opinions about the contribution of 12 factors to their previous academic failure. The criterion measure was the academic performance (pass or fail) in the reentry quarter. Students were divided into groups of those who passed and those who failed. Data were then analyzed to determine whether there were significant differences between the two groups on each of the 56 variables. The subjects were also separated by sex and tests of significance were calculated for each variable for each sex. Frequency-within-categories, the chi-square test of independence, Yates' correction for continuity, two-tailed t-tests and point-biserial correlations were used to analyze the data.

Results. Of the 55 males in the study, 26 passed and 29 failed. Of the 31 females, 13 passed and 18 failed. These proportions were not significantly different. Several statistically significant differences, however, were found for the successful students. All of these students had better study methods as measured by the SSHA; were more likely to be fourth or later born and less likely to be second or third born; were more likely to report dissatisfaction with instructors or teaching methods, dissatisfaction with academic advisement, or too many personal problems as important reasons for past failure; did not loaf since last in school; and were more likely to have concerns about finances than those who were unsuccessful.

The successful male students were more likely to be married or a veteran; had higher ACT Mathematics Scores; had lower Maudsley Extraversion Scores; and had better overall study habits and attitudes than the unsuccessful males. The successful females had higher SSHA Work Methods Scores; had higher CET Vocabulary Scores; and were less likely to show no concern about financing a college education than the unsuccessful females.

Lautz, Robert G., MacLean, Donald, Vaughan, Andrew T., and Oliver, Thomas C.
(1970)

For the population of academic failures characterized by average high school achievement and average scholastic aptitude, academic skills are important. Their past academic records seemed unimportant, whereas, a general factor called "incentive" seemed important in the attainment of passing grades upon readmission.

BEST COPY AVAILABLE

Merigold, Frank A. The Development and Testing of a Scale to Identify Male Dropouts at Liberal Arts Colleges. Chestnut Hill, Massachusetts: Boston College, 1967. ED 012 388

Purpose. The purpose of the study was to develop and test two forms of a scale which would identify male dropouts at liberal arts colleges.

Population. The subjects were 45 first-semester male dropouts, 65 second-semester male dropouts and an equal number of stayins selected at random. The participants were freshmen from nine New England colleges.

Procedure. The CII and the CPI were administered to the students. Frequency distributions of scores for stayins and dropouts were prepared. A discriminant analysis, using the scores on the Dropout Scales and the three CPI scales (So, Sc, and Ac scales), was made to identify differences that discriminated between the dropout and stayin subjects. The product-moment correlational techniques were used to obtain the correlation between the scales. Two levels of confidence scales were composed; a .10 and a .05 scale. Mean scores of both scales were computed for each group of stayins and dropouts.

Results. Significant differences between the means of stayins and dropouts were found when scoring the 45 member groups using either scale. When these scales were scored against the 65 member groups, the differences between the means was only significant when the .05 scale was used. The .05 level dropout scale correlated well with the So and Sc scales of the CPI. The instrument and the developed scales were, however, of limited use in predicting dropouts.

BEST COPY AVAILABLE

Merigold, Frank A. A scale to identify male dropouts at liberal arts colleges. College Student Survey, 1969, 3(1), 19-22.

Purpose. The purpose of the study was to develop a scale which could be used with the College Interest Inventory (CII) to predict male dropouts at liberal arts colleges.

Population. The sample for the study was composed of male freshmen enrolled in a liberal arts curriculum at nine New England colleges and universities. There were 45 students who dropped out during the first semester, 65 students who dropped out during the second semester and 110 students who did not drop out involved in the study.

Procedure. All the students took the CII and the CPI during the fall of 1965-66. Scoring scales were developed by determining items which showed a significant difference between proportions of dropout and stayin responses using a table of phi coefficients. The mean scores for the two groups of dropouts were tested for significant differences. Discriminant analyses using the CPI scores were performed.

Results. A difference in response pattern between dropouts and stayins did exist. On the developed scales, the dropout groups had higher scores than the stayins, however, they had lower scores on the three scales of the CPI. The content of the significant items indicated that the dropout is concerned with his past academic performance, the educational level of his family, the socioeconomic level of his home, a need for earning money, and a need for freedom to express himself.

Office of Education. Why do college freshmen drop out? American Education, U.S. Department of Health, Education, and Welfare, June 1967.

Purpose. The purpose of the study was to answer the following three questions: 1- What distinguishes the dropout from the student who completes a course of study? 2- Will the dropout return to college at a later time? and 3- Can the likelihood of a student's dropping out be estimated?

Population. The subjects were all first-semester dropouts. No mention was made as to number or to other descriptive categories.

Procedure. No mention is made of the method(s) used to get the initial information. Questionnaires were sent to dropouts three years after they left college.

Results. It was found that dropouts scored significantly lower on aptitude and achievement tests than their successful classmates. Because of overlap between the two groups, test scores were not considered the most important determinant. Their personal and academic history revealed the following: 1- Dropouts are generally older (average age over 20). 2- Their parents had less than twelve years of schooling. 3- They often had no younger brothers or sisters. 4- They were more often from the second or third quarters of their high school classes. 5- They tend to avoid organizations or academic clubs. 6- Dropouts had poor study habits. The dropouts who returned to college (about 1/3 of the study group) did not differ from non-returnee dropouts in any observable way. Adjustment problems seemed to be the most claimed reason for dropping out. Lack of direct contacts with the college faculty and weak academic skills were also causes.

Panos, Robert J., and Astin, Alexander W. Attrition Among College Students. Washington, D.C.: American Council on Education, 1967.
ED 014 113

Purpose. This study investigates the personal and college environmental factors associated with the ability of completing college in four years.

Population. Originally 127,212 students participated in a 1961 study to provide information on their socioeconomic backgrounds, high school activities and achievements, and educational and vocational aspirations. A follow-up study sent questionnaires to 60,078 of these students. A sample of 36,405 students was then used. From this sample a random sample of 3,821 subjects was selected. These students were college freshmen entering 246 colleges and universities.

Procedure. The student's criterion status of dropout or nondropout was defined as follows: a nondropout was any student who had completed four or more years of college work. All other students were considered dropouts. The student's criterion score was then related to the precollege input data from the fall of 1961. An "expected" criterion score based on the student's input data was then computed and a residual criterion performance score was obtained by removing the effect of this expected score from his actual criterion score. The residual criterion score was then related to the various environmental characteristics of the institutions attended by the students.

Results. It was estimated that 65% of the students in the population had completed four or more years of college. The correlation between sex and completing four or more years of college was not significant.

The dropout student was found to have had relatively low grades in high school, did not plan at the time of college entrance to take graduate or professional work, came from a relatively low socioeconomic background, and had a nonwhite racial background (ethnic breakdown reference #8). The dropout is relatively more likely than is the nondropout to have declared business, engineering or secretarial work as his or her probable career occupation at the time of college entrance. The dropout is also more likely than is the nondropout to have been married when he started college.

Four of the college environmental factors measured indicate that students are more likely to complete four years if they attend a college where they are present. These environmental factors are: 1- when the peer relationships are characterized by independence, 2- when the rate of cheating in their classrooms is low, 3- when the college shows a good deal of concern for the individual student, and 4- when the administrative policies against cheating are severe. The major negatively related factor was shown to be the large size of the college or university.

Pitcher, Robert W. Helping to Salvage the College Fail-Out. Washington: American Association for Higher Education, 1969. ED 029 575

Students who have been suspended or dismissed for academic reasons have been introduced to several approaches in an attempt to help them. Among these are reapplying for admission at the end of a stipulated period; special assistance through remedial courses, reading programs, and how-to-study courses; tutoring; and individual/group counseling.

The author presents a proposed model that might be implemented as a summer program and used as a comprehensive approach. The program would involve a thorough educational diagnosis to identify specific cause for low achievement. A three track system with emphasis on language skill development, organization of time and work, improvement of self-concept and student involvement would allow for matching the emphasis in each track with the student's primary problem. Staff members would act as catalysts to facilitate learning.

Sewell, William H., and Shah, Vimal P. Parents' education and children's educational aspirations and achievements. American Sociological Review, 1968, 33(2), 191-209.

Purpose. The purpose of the study was to examine the relationship of discrepancy and of consistency in parents' educational achievements to several aspects of educational aspirations and achievements of their children.

Population. The participants were 9007 coed students who were followed for a seven year period (1957-1964) after graduation from high school.

Procedure. The data were obtained from a questionnaire survey of all high school seniors in Wisconsin public, private and parochial schools in 1957 and from a follow-up study conducted in 1964-1965. Bivariate and multivariate cross-tabular analyses, chi-square, beta weights, F-test and multiple regression analysis were employed to examine the existing relationships. Separate tabulations were made for males and females.

Results. The analyses showed that father's education has a slightly stronger effect than mother's education on perceived parental encouragement, college plans, college attendance and college graduation for males. Both father's and mother's education have almost equal effect for females. Mother's education had a modest effect independent of father's education, but the independent effect of mother's education is stronger for females than for males. When parents have discrepant levels of educational achievement, the parent whose education has more effect on educational aspiration and achievement depends on the child's sex and intelligence level as well as on each parent's level of educational achievement. Discrepancy in parents' educational achievements is far less important in motivating children to high level aspiration and achievement than is consistently high educational achievement of both parents.

Bevill, William H., and Chap, Victor P. Social class, parental encouragement, and educational aspirations. *American Journal of Sociology*, 1968, 73, 559-572.

Purpose. The purpose of the study was to determine what influence social class, parental encouragement and educational aspirations have on college plans.

Population. The subjects were 10,315 soon graduating seniors from Wisconsin private, public and parochial schools in 1967.

Procedure. Information was obtained from mailed questionnaires, telephone interviews, school authorities and a statewide testing program. Zero-order correlation coefficients, stepwise multiple correlation coefficients, partial correlation coefficients, path analysis and a multivariate cross-tabular analysis were employed. Separate analysis was made for males and females.

Results. The analyses show that socioeconomic status, intelligence and parental encouragement have substantial independent relationships to college plans of both sexes. Neither intelligence nor parental encouragement can completely account for social class differences in college plans. Parental encouragement was found to be a powerful intervening variable between socioeconomic class background and intelligence of the child and his educational aspirations. Parental encouragement appeared to have its strongest effect on the college plans of males and females who score relatively high on intelligence and come from families occupying relatively high socioeconomic positions. Ability was found to accentuate the social class differences in aspirations of both males and females regardless of parental encouragement.

Sewell, William H., and Nohr, Vital P. Socioeconomic status, intelligence and the attainment of higher education. *Sociology of Education*, 1967, 40, 1-23.

Purpose. The purpose of the study was to examine the relative influences of socioeconomic status and measured intelligence with college plans, college attendance and college graduation.

Population. A random sample of 10,321 coed students participated in the study.

Procedure. The data were obtained from a questionnaire survey of all high school seniors in Wisconsin and from a follow-up study conducted in 1964-65. The first survey in 1957 included information concerning the student's educational and vocational plans, his family socioeconomic status, his high school record and course of study, educational attitudes of the student and those of his family. The follow-up survey obtained information on the educational and occupational attainments of the students since high school graduation.

The variables for the study were sex, socioeconomic status of the family, student's measured intelligence, student's college plans, student's college attendance and graduation, and a summary measure of the student's educational attainment. Several statistical procedures were employed: bivariate and multiple cross-tabular analysis, chi-square, effect parameters and path analysis. Separate tabulations were made for males and females.

Results. Both socioeconomic status and intelligence were found to have direct effects on planning on college, college attendance and college graduation, and indirect effects on the level of educational attainment through their effects on college plans and attendance. For females the relative effect of socioeconomic status on college plans, attendance and graduation was greater than was the effect of intelligence. For males the relative effect of intelligence at each of these stages was greater than the effect of socioeconomic status. When only those who attended college were included in the analysis, intelligence was more important than was socioeconomic status, for both sexes, in determining who eventually graduated from college. However, socioeconomic status continued to exert an influence, independent of intelligence, in determining college graduation for both sexes.

Smith, Clyde R. The relationship between self-concept and success in the freshman year of college. New Outlook for the Blind, 1972, 66(3), 84-89.

Purpose. The purpose of the study was to investigate the relationship between self-concept and success in the freshman year of college.

Population. Forty-five visually handicapped first-year college students were the participants. There were 26 females and 19 males, ranging in age from 16 to 28 years. These students attended 33 institutions of higher education in 12 states. Of these students, 19 had attended public high schools and 26 had attended state schools for the blind.

Procedure. These persisting and nonpersisting students were compared on the basis of their self-concept as measured by the Tennessee Self Concept Scale and a semantic differential scale constructed in such a way that the concepts would have special significance for blind students. Data obtained from the colleges revealed that 32 of the subjects persisted throughout the freshman year and 13 dropped out during the first semester. In comparing the groups, means were compared for significant differences by the t-test and the variances were compared for significant differences by the F ratio.

Results. Data suggest that the persisting students had more healthy self-concepts to assist them in coping with the stresses of college adjustment. Nonpersisting students appeared less sure of themselves: they scored significantly higher on self-criticism, exhibited more conflict with regard to their self-concepts and were more variable in their answers.

The most important persistence predictors on the TSCS were self-criticism, total conflict, moral-ethical self and personality disorder. The overall comparison indicated that the nonpersisting students have poor psychological defenses; were more confused and conflicted in their self-perceptions; had lower self-esteem; had a more variable or inconsistent self-concept; had more defenses and an uncertain self-image; showed more deviant or maladjusted tendencies; and had low personality integration scores indicating less tolerance for frustration and stress or less general personality strength. Data indicated that persisting students see themselves and their college environment as being more potent and show less variance in their answers than do nonpersisting students.

Summerskill, John. Dropouts from college. In Sanford, W. (Ed.), The American College. N.Y.: Wiley, 1962. Pp. 627-657.

This chapter is a summary of existing findings on attrition culled from the research literature. Factors associated with dropping out of college are discussed. The following is a summary of each factor. 1) Age - The general conclusion to be drawn from the literature is that age per se does not affect attrition although older undergraduates may encounter more obstacles to graduation. 2) Sex - There is evidence that the withdrawal rate for women equals that of men because more women withdraw for nonacademic reasons, primarily for marriage. 3) Socioeconomic Factors - College counseling experience suggests that a student's economic and social background affects his adjustment to the environment of a given college. 4) Hometown Location and Size - Results to date indicate that a student's hometown is sometimes and somehow related to success or failure at college. 5) Secondary School Preparation - Grades in secondary school are significantly related to college attrition and are used as predictors of college grades. 6) Scholastic Aptitude - Average scholastic aptitude test scores are lower for dropouts than for graduates. 7) Academic Performance at College - College grades are important determinants of college dropouts. 8) Nonacademic Factors - Psychological, parental, social and financial problems are causes of attrition. 9) Motivation - Large numbers of dropouts involve motivational forces - goals, interests and satisfactions relative to college and other facets of the student's life. 10) Lack of Motivation - Students with definite vocational choices are more likely to graduate from college. 11) Change and Conflict in Motivation - Parents, military service and various unavoidable and unexpected environmental circumstances may be the causes of change or conflict in motivation. 12) Adjustment - Certain instances are clearly due to personal and social maladjustment at college. This is probably true of a minor fraction of the total dropout population. 13) Illness and Injury - Dropouts due to these factors constitute a small but significant fraction of the total population of dropouts. 14) Finances - Financial difficulty is an important cause of attrition. The median annual income of parents of nongraduating students has been found to be significantly less than that of parents whose children graduate.

Turner, Hugh J., Jr. The Half That Leaves: A Limited Survey of Attrition in Community Colleges. Gainesville: Florida University, 1970.
ED 038 127

This paper is a survey of literature pertaining to the attrition problem in both the junior colleges and the four-year colleges. This survey of literature points to several student-related and college-related factors that appear to influence discontinuance at colleges. Family influences, high school performance, personality characteristics and college environment are the factors that are mentioned. It is suggested that a closer link between community colleges and secondary schools would be an initial step in decreasing college dropout rates. Student personnel programs and instructional preparation are other areas that need improvement.

Williams, Vernon. The college dropout: Qualities of his environment.
Personnel and Guidance Journal, 1967, 45(9), 878-882.

The author presents his argument that consideration of the college student's environment can help to resolve some of the apparent contradictions among the various characteristics of the college dropout. The degree of structure present in the environment, a questioning attitude and scholastic ability are hypothesized to be relevant to the process of education. If the behavior reinforced by the college environment is incompatible with behavior previously reinforced, the student, required to adopt these unfamiliar behaviors, will be likely to leave this environment. Student personnel workers at all levels in the educational process should begin helping students identify and develop the sorts of behavior seen as being reinforced by various college settings. Other approaches to help potential dropouts include asking students themselves how they deal with feelings interfering with achievement of their goals, and what experiences either in or out of college may help them to achieve their goals.

Appendix

Alpert, Elizabeth. Housing selection, need satisfaction and dropout from college. Psychological Reports, 1966, 19(1), 183-186.

Purpose. The study investigates the relationship of student housing arrangements to the frequency of dropping out from college.

Population. The sample was composed of 153 students (78 males, 75 females) who entered the University of California in 1961. They had been interviewed for a study of student development during their college years.

Procedure. The students were selected on the basis of the Impulse Expression Scale and the Social Maturity Scale. Their last residence was noted and the number of students dropping out and continuing in each type of residence was recorded. The differences in frequency of dropouts among housing arrangements were compared.

Results. The questionnaire data indicated that there was a relationship between housing and dropout. The highest dropout rates occurred for students living in rooms, in boarding houses, and at home. The lowest dropout rates were for students living in sororities, men's dormitories, and co-ops.

The comparison of ability and dropouts revealed no relationship. For both sexes, students with the highest ability scores lived in apartments; the next highest scores were found for males living in private rooms and women living in boarding houses. Apartments had a medium dropout rate and both rooms and boarding houses had high dropout rates.

Glantz, Clinton. The non-persistent university freshman. Journal of College Student Personnel, 1968, 9(3), 165-170.

Purpose. The purpose of the study was to compare freshmen dropouts with those who did not drop out; and to identify those dropouts who returned to college and to compare them with those who did not return with respect to entrance and achievement examination data, family history, and high school academic and extracurricular records.

Population. The sample consisted of 2950 coed freshmen (1530 males, 1420 females) from Indiana University in 1961. Of these students 75 (41 males, 34 females) were dropouts; 16 of which were returnees.

Procedure. Upon enrolling at the University the students took a battery of tests (the SAT, the ACT, the Cooperative English Test, the Multiple Aptitude Test, and the Sequential Tests of Educational Progress) and completed a personal history questionnaire. Three years later those students who were identified as dropouts were sent questionnaires to determine if they had attended an institution since dropping out and their reason for leaving the University. Chi-square was employed for the data analysis.

Results. Dropouts tended to do less well on tests of academic aptitude and achievement, to be overrepresented in the older students, to have parents overrepresented among the lower education categories, to be underrepresented in the upper 10% of their high school class, to have no younger siblings, to have not been involved in high school academic clubs or student government activities, and to anticipate problems similar, with the exception of study habits, to those of nondropouts. Reasons for withdrawal included poor adjustment to college (lack of personal attention), and lack of clear vocational goals.

When the dropout returnees were compared to those who did not return, neither aptitude and achievement test data nor personal and academic history data were helpful in distinguishing them.

Chickering, Arthur W. Student-Faculty Relationships: Bedrock for College Governance. Plainfield, Vermont: Project on Student Development in Small Colleges, 1969. ED 038 910

The author discusses his opinion that current conditions at our colleges reflect limited contact and communication among students and faculty. He feels that there is no contact outside of class and only limited thinking and exchange in class.

Page, Robert G. Are students more likely to dropout of large colleges?
College Student Journal, 1972, 6(2), 92-97.

Purpose. The purpose of the study was to determine the relationship between college academic performance and attrition and the size of the high school or community.

Population. The participants were 586 coed dropouts and 745 coed stayins from a large midwestern university.

Procedure. High school and hometown size information for dropouts was compared with the same information for stayins.

Results. The findings suggest that the size of the high school or community is related to college academic persistence. Both males and females who lived most of their lives in communities of less than 50,000 population, and those who graduated from high schools with graduating classes between 200 and 400 students were more likely to be among the dropouts.

Bope, Robert C. Can psychological variables used by economists aid in predicting college enrollments and persistence? College and University, 1966, 42(1), 35-40.

In this article the author suggests that the psychological factors (opinion, expectations, attitudes, and beliefs) that have been used as economic indicators might help to predict college attendance and attrition. The personality factors included in these psychological factors should be adequately studied as an expression of "willingness" to invest and persist in higher education. Every attempt should be made to consider the students' total environmental matrix and to learn how psychological variables interact with demographic and experience variables in order to better understand how they relate to demand, persistence, and academic performance.

Good, Robert G. Limitations of attrition rates and causes given for dropping out of college. Journal of College Student Personnel, 1968, 9(5), 386-392.

The author summarizes the available information concerning dropouts in an attempt to present that which is known about attrition rates, probable causes of attrition, and the limitations of this knowledge.

National studies on attrition rates have shown that: 1- Forty to forty-five percent of entering freshmen do not graduate and 20% do not graduate on schedule; 2- Attrition rates are higher at state-supported institutions than at private institutions although rates vary among colleges; and 3- The number of students who leave in good academic standing equals that of those who leave because of academic deficiencies.

Reasons for withdrawal include academic, financial, and motivational reasons. Some students who enter college with no intention of completing leave as an expression of their original plan. Others who originally plan to finish but then are unable to do so often have complex and overlapping reasons.

Information concerning dropouts lacks complex reasons and motivations for leaving college, lacks differentiation between sexes, and lacks a definition of dropout. Many studies concentrate on single variables which appears to be an oversimplified approach to the problem. Although attempts are made to ascertain the psychological characteristics of dropouts versus nondropouts, little consideration is given to the characteristics of the institution they are leaving.

Osse, Robert G., and Hewitt, Raymond G. Types of college dropouts: An environmental press approach. College Student Journal, 1971, 5(2), 46-51.

Purpose. The study attempts to support the proposition that the major environmental presses in the multiversity are socially, academically, family, and religiously oriented, and that dropout behavior is better understood if it is differentially related to these salient presses.

Population. The participants were those students who had been involved in a previous follow-up study. These students had dropped out of the arts and sciences college of a large public university within two years of entering as freshmen.

Procedure. Each respondent (N=771) was asked to respond to 20 statements which concerned problems often experienced by college students. They rated the problems on a five-point intensity scale. Their responses were then subjected to a principal component analysis.

Results. The pattern of responses suggests that students do have problems along academic, social, religious, family, and perhaps other lines. Social, rather than academic, reasons accounted for most of the variation in the component analysis. These social reasons, however, did not contribute to the academic factor. Students may withdraw because of experienced difficulties in their encounters with any of these presses, separately, or with all of them simultaneously.

Davis, Billy Hampton. The Community Junior College Experience as Perceived by Students Who Have Withdrawn. 1970. ED 046 386

The study investigated student perception of college experience by interviewing 141 withdrawees from three Florida junior colleges. The withdrawees were found to be pragmatic, materialistic, and able to recognize higher education as a major prerequisite for upward mobility. Their reasons for choosing junior colleges included economic reasons, convenience, and less threatful than four-year colleges. A sizeable minority didn't have a positive perception of their college experience; they criticized counseling and lack of faculty interest and evaluation. Black withdrawees who entered college with a higher level of confidence than white withdrawees, left with less positive perceptions. Reasons for withdrawal included finances, irrelevancy of college education, discouragement with meeting academic standards, marriage, health, and family problems. The withdrawees seemed more disappointed with themselves than with their college; only 18% of them sought assistance to continue college. (Not available from EDRS)

DiCesare, Anthony C., Sedlacek, William E., and Brooks, Glenwood C.
Sociointellectual correlates of Black student attrition. Journal
of College Student Personnel, 1972, 13(4), 319-324.

See DiCesare, Anthony C. et al. (1970) ED 049 714

Donnan, Hugh. Personality factors related to college achievement and attrition. Journal of College Student Personnel, 1968, 9(2), 116-119.

Purpose. The purpose of the study was to investigate the relation of personality measures on the Opinion, Attitude and Interest Survey (OAIS) to attrition and achievement, and to evaluate the use of these measures as independent achievement predictors and as predictors in combination with SAT scores and high school rank.

Population. Two samples were used: Group 1 consisted of 375 freshmen from the 1962-63 entering class at the University of North Carolina at Chapel Hill, and Group 2 consisted of the entire 1964-65 entering freshman class (N=1747).

Procedure. The OAIS was administered to both groups. SAT scores, GPA's, and attrition data were obtained from the Central Records Office of the University. Three hypotheses, concerning the GPA's and OAIS scores; the attrition rates and the OAIS scores; and the SAT scores, high school rank, and OAIS scores, were tested via correlations and multiple regression equations.

Results. The correlation coefficients between grades and OAIS scores were similar for both groups studied. The Achiever Personality scale of the OAIS was found to be significantly correlated with GPA. Other scales of the OAIS did not prove to be significantly related to the other variables.

Source, Patricia Spencer. Withdrawal of academically gifted women.
Journal of College Student Personnel, 1968, 9(3), 171-176.

Purpose. The purpose of the study was to explore nonpersistence among academically gifted women.

Population. A random sample of academically gifted women (N=38) who withdrew from the University of Minnesota before completing baccalaureate degree requirements, who had more than the standard four years in which to graduate, and who were part of a larger sample participated in this follow-up study.

Procedure. ACE scores, high school rank, and cumulative GPA's were obtained for each subject. The subjects were asked via a postcard to provide the following information: name, current address and telephone number, marital status, number of children, occupation, husband's educational level, reasons for withdrawal, and further education. Frequency and percentage distributions were calculated for the appropriate variables.

Results. The data revealed that the major reasons for withdrawal included marriage; insufficient finances; lack of, or dissatisfaction with, a major; personal problems or immaturity; and job opportunities. The majority of women were married (87.6%), were housewives (55.56%), lived in Minnesota (71%), and had two children. The highest educational level attained by their husbands ranged from eighth grade to professional and advanced graduate degrees. Only 8.6% had received bachelor's degrees from other colleges after withdrawing from the University. Most of the women did indicate, however, that they might have continued their education if they had received counseling assistance.

Feldman, Kenneth A., and Newcomb, Theodore M. The Impact of College on Students. San Francisco: Jossey-Bass, 1969. Pp. 210-211, 289-295.

This book is a review and an attempt to integrate a variety of studies concerning the effects of colleges on students for the period beginning in the mid 1920's and ending in the mid 1960's. The studies concerning attrition at the college level have indicated that various factors may influence student decisions to withdraw. 1- The lower the intellectual ability and academic aptitude of the student the more likely he is to withdraw from college. 2- The lower status student is more likely to withdraw. 3- Socioeconomic factors are much less important to college persistence than they are to initial college attendance. 4- Students unaffiliated with fraternities and sororities are more likely to withdraw from college for reasons of personal and social dissatisfaction. 5- Independents are less satisfied with their college and living conditions than are Greeks. 6- The more incongruent the student is with his overall college environment, the more likely he is to withdraw from that college or from higher education in general. 7- Freshmen who go to college with unrealistic and exaggerated notions about college tend, after a year or so, to either drop out or to readjust.

Ford, D. H., and Urban, H. B. College dropouts: Successes or failures? In Parvin, L. A., Reik, L. E., and Dalrymple, W. (Eds.), The College Dropout and the Utilization of Talent. Princeton, N.J.: Princeton University Press, 1966. Pp. 83-106.

The authors present their belief that any college that chooses to reduce their attrition rate can do so. Pennsylvania State University, who has implemented various modifications along this line, is used as an illustration. The following approaches are described: 1- Set the best match possible between a student's habitual response patterns and the various contexts provided by the university. A postadmission, preregistration counseling program for students and their parents, and a stable criterion are recommended for this approach. 2- Change the student's response repertoire via a counseling program. In the program students would receive help in determining and producing the changes they need to make in themselves. 3- Change the situation to fit the student by modifying the learning situation, living quarters, curriculum organization, course content, and teaching methods. This may increase a student's chances of success.

The authors also present arguments advocating that college is not necessarily appropriate for everybody. They feel that people in higher education must not attempt to influence others to resemble them. Society must provide a variety of admired and socially valued models, and a variety of means in which to obtain an education from which people can choose.

This article also appeared in the Educational Record, 1965, 46(2), 77-92.

Gadzella, Bernadette M. Factors influencing students to withdraw from college. College Student Survey, 1967, 1(2), 55-60.

Purpose. The purpose of the study was to examine the characteristics of withdrawal students and to discover influencing factors and causes for their withdrawal.

Population. The original sample consisted of 600 randomly selected 1965-66 first- and second-semester coed withdrawals from Wisconsin State University - Oshkosh (290 freshmen, 196 sophomores, 85 juniors, and 29 seniors). The final sample, consisting of those who returned usable questionnaires, totaled 374 students. The majority of these students were single.

Procedure. Questionnaires were mailed to the students in order to obtain reasons for attending and withdrawing, and factors related to "while attending WSU-O," "time of withdrawal," and "since leaving WSU-O."

Results. The questionnaire data indicated that the main reasons for attending WSU-O were "to gain personal satisfaction" (61.5%), "it was close to home" (47.3%), and "it offered courses which prepared me for a job I wanted to do" (40.9%). The main reasons for withdrawing included low grades (43.3%), discouragement (34.5%), and transfer to another college (31.4%). Reasons for transferring to another college were reported as courses not offered at WSU-O, financial assistance available elsewhere, live closer to or at home, and discouraged with WSU-O.

Factors related to "while attending WSU-O" revealed that the majority of the group were interested in studies; had average study habits; had carried a semester load of 14-15 credits; had failed one or several courses and did not repeat them; had not participated in extracurricular activities; had associated with the other students; had not held part-time jobs; and had not changed their majors. Factors associated with "time of withdrawal" revealed that the majority of the group had majors in subject fields; were between the ages of 18 and 20; came from homes where both parents were alive, were living together and had a high school education; had younger siblings; and had fathers whose occupations fell in the third quintile of the socioeconomic index. The factors relating to "since leaving WSU-O" indicated the following: most of students were employed; and almost half of the group regretted leaving although slightly more students did not regret leaving. Most felt that there was a lack of effective programming, advisement, and student-teacher relationships; and that living at the resident halls was linked with poor study habits.

Hannah, William. Personality differentials between lower division dropouts and stay-ins. Journal of College Student Personnel, 1971, 12(1), 16-19.

Purpose. The purpose of the study was to explore the personality traits of dropouts and stayins.

Population. The sample consisted of 2874 coed freshmen who were from 13 private colleges. There were 1212 dropouts (715 males, 497 females) and 1662 stayins (953 males, 709 females) involved in the study.

Procedure. Each of the participants took the OPI and the SAT or ACT. The hypotheses that no differences would appear between personality characteristics or between aptitude scores of those students who leave and of those students who stay in college were examined using the t-tests for independent groups.

Results. Significant differences were found on several OPI scales and on aptitude. Dropouts were found to be more complex, more impulsive, more anxious, less personally integrated, less altruistic, and less willing to exert an effort to make a good impression of themselves than persisters. Persisting students were found to have significantly higher aptitude test scores, were more conforming, had a greater tendency to accept authority, had lower anxiety levels, were less apt to express hostility and aggression, had less tolerance for diverse thinking, and were more cautious than the dropouts.

Harris, James Lee. The Enrollment Rates, Dropout Rates and Economic Benefits That Characterize the Experience of the Disadvantaged in Oklahoma's Occupational Training. 1970. ED 048 490

The study provides information on some of the needs of disadvantaged students. Data were obtained from the full-time occupational students in the state by the Occupational Training Information System and the Oklahoma Research Coordinating Unit. The results show: 1- overrepresentation of the culturally and physically handicapped in Oklahoma vocational programs and underrepresentation of economically disadvantaged enrollees; 2- influence of program type on enrollment and dropout rates; 3- higher dropout rates for the disadvantaged, except for the physically handicapped; and 4- no difference in economic benefits or placement rates. Recommendations are made in the areas of research and guidance programs. (Not available from EDRS)

W. J. G. W., and Richards, James M., Jr. Academic and nonacademic accomplishments: Correlated or uncorrelated? Journal of Educational Psychology, 1965, 56, 165-174.

Purpose. The purpose of the study was to reexamine the relationship between academic achievement and several kinds of effective nonacademic performance.

Population. The sample consisted of 7268 college freshmen (3773 males and 3495 females) who were enrolled in 24 colleges. They represented the national college freshman population and included a full range of talent.

Procedures. The students were administered the ACT test battery, a checklist of extracurricular accomplishment in high school (Holland and Nichols, 1960), the Interpersonal Competency Scale, the Preconscious Activity Scale, and the American College Survey. High school grades were attained for all the subjects and intercorrelated with the above measures.

Results. The results suggest that academic and nonacademic accomplishment are relatively independent dimensions of talent.

Irvine, David W. Graduation and withdrawal: An eight-year follow-up. College and University, 1965, 41, 32-40.

Purpose. The purpose of the study was to determine the graduation rate of freshmen at the University of Georgia from four to eight years after entering; and to determine the eight-year graduation rate from all institutions.

Population. The sample consisted of 1037 students (586 males and 451 females) who first entered the University of Georgia in September, 1955, as freshmen with no previous college credit.

Procedure. Permanent records were examined to determine if the students graduated, withdrew, or transferred to another institution. Graduation rates from other institutions were determined by obtaining data from registrars of those institutions to which transcripts had been sent.

Results. Within four years, 360 (34.7%) students graduated from the University; at the end of eight years, 464 (44.7%) had graduated. A total of 42.5% were found to have graduated from some institution within the eight-year period. Women, more frequently than men, graduated within four years, however, slightly more men obtained college degrees after eight years. When these graduation rates were compared with those reported by other investigations, it was found that University of Georgia freshmen did not differ markedly from those of other institutions.

Knobell, Dorothy M. A critical review of research on the college dropout. In Pervin, L. A., Reik, L. E., and Dalrymple, W. (Eds.), The College Dropout and the Utilization of Talent. Princeton, N.J.: Princeton University Press, 1966. Pp. 63-81.

The author suggests that changes in higher education might lead to changes in attrition and changes in the stability of previous attrition findings. A need exists for a useful basic design for student follow-up studies which could be adopted by institutions and for a comprehensive model for the flow of students in higher education (from high school to college, between and among colleges, from level to level, and with lapses in enrollment). The author proposes the following sets of studies for further research: 1. Focus on the student - examine sporadic attenders with research designed to accompany the CEEB proposed program in order to test its usefulness; and follow-up studies focusing on the mobility of attrition. 2. Focus on college environmental press - examine the interaction of students and institutions with respect to nonintellective characteristics. 3. Focus on experimental or action program that reduce attrition in particular institutions - examine the program's design to identify potential dropouts, to intercept dropping out via various techniques, and the desirable effect on the entire student body or major part of it. A list of assertions about the nature of attrition and probable conditions under which it occurs is presented as a beginning framework for research design. Recent studies which have not been previously reviewed are discussed by the author.

Sanhart, William E., and Rolader, George. Counseling Techniques With Potential Drop-Out Students in Junior College. 1964. ED O11 291

The study focused on the possibility of changing attitudes of potential dropouts. A group of 186 potential dropouts were randomly assigned to three difference treatment groups of 62. Group A was the control; Group B was given direct counseling; and Group C received nondirective counseling. The results showed no significant difference existing among the three groups in number of dropouts. (Not available from EDRS)

This article also appeared in The Journal of Counseling Psychology, 1964, 11(2), 190-191.

Lee, James L. Seminary persisters and leavers. Counseling and Values, 1971, 16(1), 39-45.

Purpose. The focus of this research was to investigate differences between persisters and leavers by comparing characteristics and motivation.

Population. The population consisted of students who had graduated from a midwestern Catholic high school. Random samples of 60 persisters and 60 voluntary leavers were used.

Procedure. All subjects completed the 16 Personality Factor Questionnaire. A cluster computer program developed by Johnson (1967) was used to identify subgroups within each sample.

Results. There did not seem to be one general 16 PF personality profile descriptive of either persisters or leavers. Persisters seemed to have essentially the same general personality profiles as the leavers.

The personality profiles of the majority of both persisters and leavers indicated those who are warm, sociable, outgoing, sensitive and trustful. Since these are the sort of characteristics commonly associated with the helping professions, the generalization was made that those who are initially attracted to religious occupations, whether they persist or leave, are attracted because of the overall nature of the vocation. The data also showed that measured personality factors are not directly related to persistence in religious training or occupations.

Recommendations for further investigations focusing on the social-psychological environment of the religious life and its training programs were made.

1. L. A. Pervin, ed. *et al.*, *The College Dropout and the Utilization of Talent*. Princeton, N.J.: Princeton University Press, 1966. pp. 113-124.

The authors discuss their two-year study of students who were affected by having a significant emotional component in their failure to continue their education. A community treatment facility for these college dropouts was established and 67 eastern colleges referred students to the facility. The students were offered a complete screening which consisted of a letter of application, interviews with the chief investigator and a social worker, and a psychological battery of tests. The data was then reviewed in a screening conference and therapy was sometimes offered. Those receiving therapy completed a questionnaire, a sentence completion test, an adaptation of Strodbeck's V-scale, and a self-attitude inventory. The parents of the patients were also interviewed and participated in a discussion group.

The majority of the students were from New York City schools, were workers, and were self-supporting financially. Many of them tended to have passive-aggressive character disorders with a bland combination of grandiosity and low self-esteem, and low competence. The students, as a whole, responded favorably to the treatment; 28 of the 40 students who were treated returned to school.

The discussion of this study also appears in L. A. Pervin, L. E. Bell, and A. DeRubele (Eds.), *The College Dropout and the Utilization of Talent*. Princeton, N.J.: Princeton University Press, 1966. pp. 182-206.

Lins, L. J., Abell, A. P., and Hutchins, H. C. Relative usefulness in predicting academic success of the ACT, the SAT, and some other variables. Journal of Experimental Education, 1966, 35, 1-29.

Purpose. The purpose of the study was to determine the relative usefulness of scores on the ACT, the SAT, and the CQT in predicting academic success during the first freshman semester; in predicting scholastic ability in combination with other pre-University student variables; and in differential prediction in course areas. An attempt was also made to set up tables of equivalency scores and to set up cutoff scores (above and below which there is a good assurance of academic success or failure, respectively) on the ACT and SAT.

Population. The sample consisted of more than 3700 entering freshmen enrolled on the Madison campus of The University of Wisconsin for the 1962-63 year. All of the students had previously taken the ACT and 36% had SAT scores.

Procedura. The several variables which were investigated were of three general types: commercially developed and University developed group tests, high school performance and background records, and the more subjective high school motivation and principal's estimate scales. The multiple correlation approach to the evaluation of variable relationships was employed. This included adding the measures, each apparently related to the criterion (first-semester GPA) in order to obtain a good estimation of a student's future academic success.

Results. Fourteen generalizations were made on the basis of the analysis. 1- It's impractical and almost impossible to equate scores on the ACT and the SAT. 2- There is a limited relationship between the ACT, the SAT, or the CQT and first-semester GPA. 3- Students presenting SAT scores for admission (these are mostly out-of-state matriculants subjected to higher admission requirements) tend to be a more academically selected group as measured by first-semester GPA. 4- More accurate estimation of first-term GPA's for individual students can be made using multiple-variable regression weights than with a single-variable regression weight. 5- Setting the cutoff score at 1.50 GPA instead of at 2.00 gives higher percentages of successful prediction based on first-semester performance due to the wide range of performance levels represented by a grade of "C". 6- When the predictor variables of this study are used, the predicted first-semester GPA should be used in encouraging or discouraging prospective students rather than in rejecting applicants. 7- The motivation scale of the principal's estimate appears to be a useful scale for general estimation of University success or failure. 8- No relationship was found between high school graduating class size and first-semester GPA. 9- Results do not support the hypothesis that first-semester GPA is positively related to the rigor of the high school academic program. 10- The data suggest the hypothesis that there are differences in subject requirements that are related to differences in the rigor of courses taken. 11- More adequate estimates of University success can be made on a college or

Muns, L. J., Abell, A. P., and Hutchins, H. C. (1966)

school basis than when all freshmen are considered as a group. 12- Certain variables might be more closely related to first-semester University GPA if academic courses taken were controlled. 13- No significant findings resulted from the use of zero-order or multiple correlations in the attempt to identify potentially useful predictors of first-semester college grades in particular course areas. 14- The existence of a factor or group of factors, which have not been identified, appears to strongly influence academic performance.

MacMillan, Thomas F. Establishing a Predictive Model for Early Recognition of Potential Community College Student Attrition. 1969. ED 054 192

The study used data from a nationwide longitudinal study of student attendance patterns in higher education to compare responses of community college students who discontinued their enrollment during their initial semester with those of students who persisted for two years. Opinion, attitude, belief, and socioeconomic information, and Omnibus Personality Inventory scale scores were used for the analysis and comparison. Discriminant scores were developed and empirical validity was found for each of the two hypotheses being tested. The limitations of the model are discussed; recommendations for improving the prediction of individual attrition are made; and strategies for approaching the potential dropout in community college are suggested. (Not available from EDRS)

Marsh, Lee M. College dropouts - a review. Personnel and Guidance Journal, 1966, 44, 475-481.

The author reviews literature concerning the problem of college dropouts. He separates the literature into three main categories and indicates the significance and implications of each. 1- Philosophical and theoretical: articles in this area are written from a narrow viewpoint and sometimes include suggested plans of attack. Included in the review are the following suggestions: a) consideration of faculty philosophy, physical campus facilities, counseling services, and dropout studies (Davis, 1962); b) a type of national clearing house to follow the student from one school to another (Coplein, 1962); c) the two-year college as a proving ground and the universities as a professional training and serious research ground (Chambers, 1961); d) a classification of dropout causes (Angers, 1961); and e) the development of better measurement and predicting techniques (Baker and McClintock, 1962). 2- Descriptive studies: attempts are made in these studies to describe the dropout in terms of what he brings to college, how he lives while on campus, and his reasons for leaving. Dropouts were found to have lower high school and college GPA's and lower reading abilities. They were characterized as rigid and fearful of change, less willing to accept adult-independence responsibility, lacking internalized goals and values, and rationalizing their failings unrealistically. Withdrawal reasons included lack of finances, academic difficulty, marriage, military service, illness, and dissatisfaction with curriculum and college. 3- Predictive studies: these studies have found that for prediction purposes correlations of test scores and high school grades with college GPA's are limited; and that the Minnesota Counseling Inventory scales do not provide clear results. The most promising prediction technique seems to be the use of a battery of tests.

Morrissey, Robert J. Attrition in probationary freshmen. Journal of College Student Personnel, 1971, 12(4), 279-285.

Purpose. The study compared a group of students who dropped out of college with a group of students who remained in college on several biographical and attitudinal characteristics.

Population. The subjects were 150 persisters and 181 dropouts who were from the University of Missouri - Kansas City. All of the subjects were first-time, full-time day freshmen who were 18 years old or younger and had not attended college previously. They had been on academic probation at least once.

Procedure. Six nonintellective variables (family independence, family social status, independence, liberalism, peer independence, and sex) were examined via the College Student Questionnaire. Other student information (sex, high school rank, fall GPA, probation, age, and enrollment) were obtained from the University records. Interaction chi-square was used for the data analysis.

Results. Persistence-dropping out variation was reliably associated with high school rank; fall GPA; the combination of independence, family independence and high school rank; and the combination of family social status, liberalism and high school rank.

Mullally, Robert R. A Study to Determine the Dropout Rate and the Reasons Why Academically-Able Students Withdrew From the University of Wyoming during the Period, The Beginning of Fall Semester 1963 to the Beginning of Fall Semester 1964. Laramie: Wyoming University, 1967. ED 030 811.

The study focused on personal and background characteristics of academically able dropouts from the University of Wyoming. The dropouts' reasons for discontinuance, their future educational plans and/or transfer reasons, and their attitudes toward the university's services and facilities were explored. Student personal files and questionnaires were employed to determine that 1- withdrawals (almost half of which transferred to other institutions) were most frequent at the end of the freshman year and among students under twenty; 2- the most reported withdrawal reason was lack of financial resources; and 3- dropouts were unhappy with community recreational facilities, study conditions in residence halls, opportunities to choose elective courses, and counseling assistance. (Not available from EDRS)

Pervin, Lawrence A. The later academic, vocational, and personal success of college dropouts. In Pervin, L. A., Reik, L. E., and Dalrymple, W. (Eds.), The College Dropout and the Utilization of Talent. Princeton, N.J.: Princeton University Press, 1966. Pp. 37-62.

Purpose. Two follow-up studies attempting to determine the effect of dropping out of college upon the student are presented.

Population 1. The subjects were dropouts and nondropouts from Princeton classes of 1940, 1951, and 1960.

Procedure 1. A dropout was a student who officially left Princeton at some point prior to graduation. This included those who transferred to another college and those who returned later to obtain a degree. The nondropout group was obtained by taking the name of the nondropout following that of the dropout on the alumni roster. All of the subjects were sent questionnaires; those sent to the nondropouts were similar to those sent to dropouts but omitted questions relevant to dropping out.

Results 1. Data obtained from the alumni records revealed that the percentage of students withdrawing from Princeton did not change from 1940 to 1960. There was a decrease, however, of academic dropouts and an increase of dropouts for personal reasons. Academic ability alone appeared to play a minor role in determining who drops out.

Questionnaire data revealed that: 1- Withdrawal reasons included lack of motivation and immaturity for all three classes. The act of dropping out appeared to be a more serious consideration for those in 1960 than for those in 1940; 2- The percent of students returning to obtain a degree has increased; 3- Nondropouts appear to earn more money than dropouts, however, their range of incomes does not differ greatly from that of dropouts and dropouts reported equal job satisfaction; 4- Dropouts reported a higher divorce rate than nondropouts; and 5- Dropouts increasingly reported immediate and long-term positive effects.

Population 2. The subjects were 1180 male dropouts from the University of Illinois.

Procedure 2. The data was obtained from the University's records, from a questionnaire mailed to all the subjects, and from 104 institutions verifying transfer and graduation. The dropouts in this study did not include students who transferred to another institution.

Results 2. The data indicated that out of every ten male freshmen who entered the University in 1952 seven graduated even though some did not do so in continuous progression. The dropout's chance of returning progressively increased with the amount of time he spent in college before leaving, and, when he did return, his chance of graduating also increased with the length of prior attendance. Those who were out of college four

BEST COPY AVAILABLE

Pervin, Lawrence A. (1966)

or more years had about the same success upon return as those who were absent for only a year. Dropouts who cited marriage, lack of interest, or job opportunities as withdrawal reasons were not likely to return and graduate; however, those with reasons concerning lack of goals, military service, or personal adjustment problems were likely to return and obtain degrees. Ability was found to have an influence on college graduation, and social class was found to be related to the occupational achievement of the dropouts but unrelated to that of graduates.

Pervin, Lawrence A., Reik, Louis E., Dalrymple, Willard. Personal determinants and their interaction with the environment. In L. A. Pervin, L. E. Reik, and W. Dalrymple (Eds.), The College Dropout and the Utilization of Talent. Princeton, N.J.: Princeton University Press, 1966. Pp. 111-130.

The authors discuss the psychological factors which allow or prevent the student's success in obtaining his degree. These factors include the transitional and potential growth period, the cost of academic success, the learning process, the influences determining the drop out decision, and the student-environment interaction. The problems concerning college dropouts are complex and often are interrelated; the majority of them never come to the attention of college counselors and psychiatrists.

Patrik, Norman D. Socio-economic status, vocational interests, and persistence in selected college curricula. Vocational Guidance Quarterly, 1967, 16(1), 39-44.

Purpose. The purpose of the study was to ascertain whether or not the validity of various subscales of the Strong Vocational Interest Blank (used for predicting persistence in selected college curricula) varied with socioeconomic status.

Population. The subjects were 722 male freshmen who enrolled in a pre-business, engineering, prelaw or premedical curriculum at the University of Minnesota in the fall of 1959 or 1960.

Procedure. The SVIB was completed by each subject and individual socioeconomic levels were estimated using the father's occupational title and the Occupational Rating Guide. Persistence in a curriculum served as the criterion. Data analysis was performed using the middle and lower class groups. The t-test was employed to determine mean score differences on each SVIB scale, on the MSAI, and on the socioeconomic measure between persisters and nonpersisters. This was done for each curriculum, within each class, and without regard for socioeconomic status. The multiple regression technique was applied to all variables which significantly differentiated persisters and nonpersisters.

Results. The grouping of subjects within socioeconomic categories revealed higher validity coefficients for lower class prebusiness and prelaw subjects; and the traditional interpretation of the SVIB was found to be appropriate for the middle class premedical subjects. Some evidence was also found suggesting that socioeconomic status influences the validity of the SVIB.

Pitler, Robert W., and Blaushild, Babette. Why College Students Fail.
N.Y.: Funk and Wagnalls, 1970.

The authors examine the characteristics of the unsuccessful student, the underlying causes of poor grades and dismissal from college, the family contributions to the unsuccessful progress in college, and the failure of educational systems to provide proper preparation and orientation. They present a profile of the unsuccessful student, a design for academic recovery, and a list of tests that are useful in identifying causes of educational difficulty.

Richards, James M., Jr., Holland, John L., and Lutz, Sandra W. Prediction of student accomplishment in college. Journal of Educational Psychology, 1967, 58(6), 343-355.

Purpose. The purpose of the study was to predict student achievement in college from a comprehensive assessment of student achievement and potential in high school.

Population. Two student samples were used for the study. The first sample consisted of 1208 students from 22 colleges who had taken the ACT battery as part of their college admission and had participated in the American College Survey. The second sample subjects (N=2483) were freshmen at six colleges who had taken the ACT battery and the American College Survey.

Procedure. The ACT tests, high school grades, and extracurricular achievement records were used as predictors. College grades, twelve nonclassroom achievement scales (administered as part of the American College Survey follow-up), and a scale to assess recognition for academic accomplishment were used as achievement criterion variables. Means, standard deviations, and correlations were determined.

Results. The nonacademic accomplishment scales were used with moderate reliability and indicated that the best predictor of accomplishment in college is similar accomplishment in high school. Measures of academic accomplishment revealed that the most consistently high predictor is high school grades and that a weighted combination of these grades and ACT test scores is a better predictor than the grades alone. Academic potential and success were found to have little relationship to effective non-academic performance.

Sanford, Nevitt. Where colleges fail: A study of the student as a person.
San Francisco, California: Jossey-Bass, 1967.

Nevitt Sanford argues that the colleges fail when they treat the student as less than a person. He presents: 1- his case for individual development as the primary aim of education; 2- a theory of personality in terms of which specific goals for the individual can be stated, the interrelations of the individual's various psychological processes can be described, and the ways in which an individual changes under the impact of environmental influences can be understood; 3- the application of his theory to various aspects of the student's development (social responsibility, motivation for academic achievement, creativity, and the integration of sex and of drinking in the personality) and the college's educational procedures (styles of teaching, student peer culture, institutional size); and 4- ways in which colleges might utilize outside pressures instead of ignoring or submitting to them.

Sexton, Virginia Staudt. Factors contributing to attrition in college populations: Twenty-five years of research. Journal of General Psychology, 1965, 72, 301-326.

Twenty-five years of research on factors contributing to college attrition is reviewed by the author. Many students appear to attend colleges for reasons unrelated to the appropriateness of college education for them. Studies have revealed that one out of every four students leaves college before the second year and that a slightly higher percent drops out during the three succeeding years. Intellectual-academic factors such as high school performance, college entrance age, educational factors (academic load and study habits), and participation in extracurricular activities appear to influence nonpersistence in college. Nonintellectual factors such as physical health, personality, emotional factors, motivation, underachievement, social factors (family and friends), choice, and employment also contribute to the students' decision to withdraw. Several studies have indicated that graduates from large, fully accredited, public high schools are more likely to persist in college than those from smaller, nonaccredited, private high schools. The studies, however, produced inconclusive results concerning the types of colleges (liberal arts, business, education, engineering) attended and attrition. The following methods of handling poor scholarship are presented and described as attempts to reduce attrition: warning before dropping students, probation period, and counseling.

Shaw, Kenneth A. Accuracy of expectation of a university's environment as it relates to achievement, attrition, and change of degree objective. Journal of College Student Personnel, 1968, 9(1), 44-48.

Purpose. The purpose of the study was to determine if freshman engineering students responded differently to their educational experience depending upon their expectations of the university's environment and the actual environment.

Population. A sample of 300 freshman engineering students from a Big Ten university participated in the study.

Procedure. The subjects were given the College Characteristics Analysis (CCA) in 1964 and again in 1965. Groups of students were labeled "inaccurate expectors" and "accurate expectors" depending upon the total of individual difference scores for the four scales of the CCA. The groups were compared with regard to academic performance, attrition, and rate of transfer to other schools within the university (change of degree objective). It was hypothesized that there would not be any significant difference between the groups in mean first-semester GPA and that after three semesters there would not be any significant difference in attrition and rate of transfer to other schools. Analysis of covariance and chi-square were used to test the hypotheses.

Results. No significant difference was found between "accurate expectors" and "inaccurate expectors" in mean first-semester GPA and in achievement between overall of the groups; and after three semesters, in attrition and transfer rate. A significant difference was found, however, when overall "accurate expectors" and overall "inaccurate expectors" were compared. A greater proportion of overall "accurate expectors" were found to remain in the engineering curriculum and a greater proportion of "inaccurate expectors" were found to transfer to other schools within the university or to drop out of school.

Vaughan, Richard P. Involvement in extracurricular activities and dropout.
Journal of College Student Personnel, 1968, 9(1), 60-61.

Purpose. The purpose of the study was to explore the relationship between participation in extracurricular activities and persistence in college.

Population. The sample consisted of a group of male dropouts (N=157) and a control group (N=137). Those in the dropout group had either voluntarily withdrawn (N=70) or had been dismissed for academic reasons (N=87). The control group participants were chosen at random.

Procedure. Participation in extracurricular activities was determined by annual yearbook listings and through any available organization records. Frequency distributions for the groups (withdrew, dismissed, and control) were tabulated according to the following categories: student-body offices, athletics, fraternities, clubs, debating, band, and work on the university newspaper and radio station. For each group, overall involvement percentages were computed and significant differences were determined.

Results. Dropouts were found to participate less in extracurricular activities than persisters. Voluntary withdrawals, as a group, failed to participate in any type of activity; and those who were dismissed for academic reasons were less active in athletics than those in the control group. Extracurricular activity was not shown to be a contributing factor to dropping out.

Wallace, Walter L. Faculty and fraternities: Organizational influences on student achievement. Administrative Science Quarterly, 1967, 11, 643-670.

Purpose. The study explores the influence of teaching faculty and/or Greek-letter social fraternities on the grades that students get and want to get.

Population. The subjects were 1005 male and female undergraduate students and 83 faculty members at Midwest College. All of the students were freshmen.

Procedure. The subjects were given self-administered questionnaires and a set of attitude questions. These attitude questions were asked of the students in November, 1959, and asked again of freshmen in April, 1960. A matching series of questions was posed to the faculty members. Regression and correlation analyses within sex and college class were made.

Results. Freshmen were tentatively shown to have changed their attitude toward grades differently and also to have achieved different grades, depending on whether they admired many or few faculty members and on whether they joined or did not join fraternities. 1- Fraternity membership may have been associated with more of a decrease in emphasis in getting high grades than was admiration of faculty members. 2- Fraternity members were twice as likely to emphasize extracurricular activities than were faculty members. 3- Faculty members were almost twice as likely to give strong emphasis to students getting high grades as were fraternity members. 4- Nonfraternity students leaned toward the faculty's higher estimation of the importance of grades and lower estimation of extracurricular activities but toward the fraternities' higher estimation of dating and lower estimation of friendship. 5- The negative effect of fraternity membership was reduced among high-aptitude students and increased among students who admired more faculty members.

Wenzel, Gustave G., and Hansen, M. Duane. Attrition Rate Study. ED 015 738

The study outlines a data processing system for producing attrition rate data. The system attempts to identify the instructional areas where the greatest student loss occurs and to predict student achievement from the prediction criteria.

Williams, Vernon. Difficulties in identifying relatively permanent characteristics related to persistence in college. Journal of Counseling Psychology, 1966, 13(1), 108.

Purpose. The purpose of the study was to identify relatively permanent characteristics related to persistence in college.

Population. Four groups of subjects were used for the study. Two groups of students (17 dropouts and 17 persisters) were selected from the 1958 entering class and two groups (18 dropouts and 18 persisters) from the 1959 entering class. The groups were matched in terms of scholastic ability, number of semesters in school before leaving, and academic standing at the time of departure. All of the subjects were from a private, all-male eastern university.

Procedure. The Strong Vocational Interest Blank, the CEEB in mathematics and English, the Nelson Denny Reading Test, and a personality inventory were administered to all the subjects. A cross-validation of the findings was performed.

Results. None of the variables distinguishing dropouts from persisters in the first sample differentiated between the two groups in the second sample.

Zaccaria, Lucy, and Creaser, James. Factors related to persistence in an urban commuter university. Journal of College Student Personnel, 1971, 12(4), 286-291.

Purpose. The study investigated differences in ability, personality characteristics, and social status between students who graduated within five years of matriculation and those who discontinued their studies during this period.

Population. The subjects were students (275 males, 134 females) who had participated in the freshman guidance program during the summer prior to their enrollment at the University of Illinois at Chicago Circle in the fall of 1968.

Procedure. The subjects were divided into four groups according to their final academic status (cumulative GPA) achieved by the end of the spring quarter. ACT Composite score, high school percentile rank, social status, and the Edwards Personal Preference Schedule served as the variables in question. Differences among the groups were treated separately for males and females.

Results. The graduates did not differ significantly from the achieving withdrawals and the nonachieving withdrawals did not differ significantly from the failures on ACT Composite scores and high school percentile rank. Both groups of graduates and achieving withdrawals did have significantly higher ACT composite scores and high school percentile ranks than the nonachieving withdrawals and failures. Social status had a significant effect for males; the nonachieving withdrawals represented a lower level of social status than did the graduates, achieving withdrawals and failures. This was not true, however, for the females.

The results of the EPPS suggest that students persisting to graduation have somewhat different personal needs than students of similar ability who withdraw. Both male and female withdrawals in good academic standing appear to be less conforming to rules, regulations and expectations of others than those who graduate. The male withdrawals appear to be more assertive and the females seem to have greater heterosexual concerns in comparison to coed students who graduate.